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ABSTRACT

This manual for college students and faculty outlines ways to mobilize others on campus to learn about, educate, and work with migrant and seasonal farmworkers in their local area. Section I introduces the work and educational situation of migrant workers and the goals of the Into the Fields program, in which student interns provide legal, health, and educational services for farmworkers while promoting thoughtful action for social change. Section II addresses initiating the Into the Fields Program: needs assessment, exploring local issues, and developing effective strategies. Section III discusses mobilizing campus faculty and students through committees, campus events, and service-learning courses. Section IV describes coordinating a summer internship program: developing relationships with sponsoring organizations, recruiting and selecting interns, planning the summer internship, reflecting on the internship, and participant responsibilities. Section V outlines fundraising plans, funding possibilities, and how to contact service-learning funders. Section VI addresses sustaining the program and becoming a Student Action with Farmworkers chapter. Supplements to sections of the manual include samples: syllabus, newspaper ad, sponsoring organization application and evaluation forms, grievance procedure form, internship agreement and application, emergency medical information form, waiver of liability form, speaker invitation letter, orientation and retreat agendas, evaluation forms, publicity release form, and fundraising letter. Also included are lists of Student Action with Farmworkers publications and materials for sale or loan; intern referral organizations by state, city, and organization type; and contact information, goals, intern responsibilities and qualifications, and intern support available for 76 organizations offering intern programs. (SAS)

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INTO THE Fields

Mobilizing Students to Work with Farmworkers on Campuses and in Communities

RC 021526

INTO THE Fields

Mobilizing Students to Work with Farmworkers on Campuses and in Communities

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Some sections revised from *Into the Fields: A Guide and Resource Manual for Student Initiatives with Farmworkers*, by Carolyn Corrie.

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PHOTO BY KEITH KOCHER

This summer has helped reaffirm my desire to become an advocate for farmworker justice...I will never forget that I was once a farmworker myself and I want to continue serving them in every way possible. I want to tell other students, professors, and counselors the rewarding moments I shared serving those who feed us.

REYNA NUÑEZ, SAF INTERN 1994

SECTION I: Introduction

PURPOSE OF THE INTO THE FIELDS MANUAL

Student Action with Farmworkers prepared this manual primarily for college students and faculty who are interested in mobilizing others on campus to learn about, educate, and work with migrant and seasonal farmworkers in your local area. Administrators, farmworker advocates, farmworkers, and Junior High and High School staff should also utilize the manual to develop opportunities for students to support farmworkers.

The manual outlines how to initiate a program on your campus, how to organize events and classes, how to coordinate a summer internship program, where to find support for your program, and how to ensure the sustainability of your program. Sample forms, training agendas, applications, as well as a directory of farmworker agencies and resources are also included in the Addendum Sections. SAF's hope is that this manual can serve as a resource for campus-based programs providing support for farmworkers as they strive for a more just way of life.

Your campus can initiate a SAF chapter on your University by becoming a member. Member groups are entitled to certain benefits including SAF's newsletter, technical assistance, a reduced registration fee for SAF's symposiums, association with a nationally recognized non-profit, and action alerts about current farmworker issues. If your campus is not able to become an official chapter group, you can still take advantage of the resources in this manual and in our library. Please follow copyright regulations and credit Student Action with Farmworkers when you use our materials.

Please refer to Section VI for more information on becoming a SAF member chapter.

REALITIES OF MIGRANT AND SEASONAL FARMWORKERS

The availability of food products depends on a complex cycle of agricultural production and distribution. Migrant farmworkers play an important part in this cycle. Each year between three and five million farmworkers and their families leave their homes to follow the agricultural crops. Approximately 85 percent of all migrant farmworkers are minorities, most of whom are Latinos, African-Americans, Jamaicans, Haitians, Laotians, and Thais. Many workers live apart from their families for the season, but increasingly entire families travel together during a season.

The multi-billion dollar fruit and vegetable industry in the United States is dependent on the labor of migrant and seasonal farmworkers. More than 85 percent of the production of fruits and vegetables in the U.S. relies on migrant labor. Even though farmworkers' contribution to the economy is substantial, the majority of them earn less than $7,500 annually.

Many farmworkers live in substandard and crowded housing that is provided by the farmer or is rented from private sources. In the absence of housing, farmworkers may be forced to sleep in tents, cars, ditches or open fields. In many cases, farmworkers do not have access to safe drinking water, bathing facilities or sanitation facilities.

The Department of Agriculture recognizes that agriculture is one of the most accident-prone industries in the United States. Compared to the occupational fatality rate for all private sector industries, which stands at 4.3 per 100,000 full-time employees, the rate for the category of agriculture, forestry and fishing is much higher at 23.9 per 100,000. The crops and the soil that farmworkers come in direct contact with are often treated with pesticides and chemical fertilizers. Some plants, such as tobacco and strawberries, exude chemicals that are toxic to humans and may cause reactions such as contact dermatitis. In some cases, farmworkers utilize water from runoff ponds and irrigation ditches containing harmful chemicals for drinking and washing. Occupational Safety and Health regulations require that employers of eleven or more farmworkers provide drinking water, hand washing facilities

and toilets for their employees. In 1990, OSHA found field sanitation violations in 69 percent of its field inspections. The Environmental Protection Agency estimates that 300,000 farmworkers suffer acute pesticide poisoning each year. Many cases are not reported and misdiagnosing of pesticide exposure can be common. Access to health care is an important consideration among the migrant farmworker population, especially since they are prone to exhibit health conditions that are attributable to the occupational hazards of their work.

Migrant children face many educational challenges due to poverty and constant migration. This accounts for only a 50 percent high school graduation rate among migrant children. Children who move often are two and a half times more likely to repeat a grade than children who do not move. There is a constant need for children to work in the fields in order to contribute to the family's income.

The challenges faced by migrant farmworkers are numerous. Many agencies and organizations focusing on health issues, social services, education, legal services, community organizing and employment are providing needed services to farmworkers in many states. However, they often do not have the resources to serve the entire farmworker population in their area. This creates both a need and an opportunity for students to become involved in service, advocacy and organizing efforts with the farmworker population. By creating student-led initiatives on many campuses across the United States, young adults are having a positive impact on the people who grow the food we eat everyday.

This section adapted from "Who are America's Farmworkers?", National Center for Farmworker Health.

You go to the fields and you think it's a foggy day because it's so pretty and it's white, but it's actually the chemicals that have been sprayed.

FARMWORKER, CALIFORNIA

RESPONSE OF STUDENT ACTION WITH FARMWORKERS

Mission

Student Action with Farmworkers is a non-profit organization created to build a network of campus-based projects focusing on farmworker issues. These projects include both summer internships and year-round opportunities for direct service, community education, advocacy and community organizing work. SAF serves students, who need assistance developing quality service-learning programs; farmworkers, one of the hardest working yet most marginalized populations in our society; and agencies and community groups serving farmworkers, who need greater human resources to carry out their work.

SAF's primary program is the summer service-learning project Into the Fields (ITF). SAF publishes From the Ground Up, a newsletter which focuses on events and programs relating to farmworker issues. Staff members also provide technical assistance to campuses that offer, or are in the process of establishing, programs working with farmworkers. SAF offers campuses the opportunity to become chapter members.

The Into the Fields Model

Through the Carolina Into the Fields program, students from farmworker families and regional campuses work ten weeks each summer at agencies and organizations that work with farmworkers in North and South Carolina. Students are recruited from Appalachian State University, Central Piedmont Community College, Davidson College, Duke University, Guilford College, North Carolina Central University, North Carolina State University, Shaw University, University of North Carolina at Chapel Hill, University of South Carolina at Columbia, and other universities in North and South Carolina. Approximately one-third of the summer interns are from farmworking families themselves and are recruited through the College Assistance Migrant Programs in California, Idaho, Oregon, Pennsylvania and Texas.

During the summer, SAF interns work full-time in health agencies, legal services, migrant education programs, Migrant Head Start Centers, and community organizing groups. In the past, students working with farmworkers have organized community health fairs, developed literacy programs for migrant children, covered the farmworker

PHOTO BY KEITH KOCHER

population for local newspapers, provided training to lay health advisors about pesticide education, taught farmworkers skills necessary to pass a driver's exam, worked with Junior and High School farmworker students in a school retention program, and coordinated a Spanish-language television show.

Through service-learning classes, orientation and retreats, students learn about issues affecting farmworkers and develop skills necessary for initiating projects on their own campuses. Into the Fields interns provide services for farmworkers while promoting thoughtful action for social change. All interns participate in regular meetings throughout the summer in order to integrate service, learning, and reflection. When interns return to their campus, they are expected to organize educational events about farmworkers, coordinate volunteer opportunities for other students to work with farmworkers, integrate farmworkers and agricultural issues into related classes, initiate a farmworker service-learning course, and continue to support farmworkers living and working in their local areas.

Goals of the Into the Fields Program

- To provide farmworkers and their families with greater access to existing services
- To utilize student resources to develop new farmworker related projects
- To help create a supportive environment for the efforts of farmworkers themselves to improve their status in our society
- To link college students and farmworkers in order to develop better communication, understanding and support among people of different cultures
- To share the skills and knowledge necessary for campus and community organizing
- To increase student commitment to public service and positive social change
- To lay the foundation for a strong network of college student groups working with farmworkers for greater social justice

SECTION II:
Initiating an Into the Fields Program

ASSESSING THE NEEDS ON CAMPUS

Before you initiate an Into the Fields program on your campus, you must first determine if there is a need to do so. You should not only assess the interest and commitment of students, faculty, and administrators on your campus, but should also consider the needs of local farmworkers and farmworker organizations as well.

Begin by meeting with allies on campus to discuss if there is a need for a campus based group working with farmworkers and if so, what type of support exists for this type of project. You should also find out if there are other campuses in your state who are working with farmworkers. Coordinating inter-institutional projects with farmworkers is an excellent way to share resources and support. If there is a farmworker project on a nearby campus, invite one of their members to your initial meeting to give a presentation about how they got started, what difficulties they have experienced, and what successes they have had.

Begin assessing the needs on you campus by considering the following questions:

- Are there organizations or departments on campus already working with farmworkers?
- Is there a group of socially concerned students and faculty on campus?
- Is there a service-learning or community service center on campus?
- Are there classes offered which focus on agricultural issues?
- Are there quality internship opportunities for students on your campus?
- Are there human rights, social justice, or community development awareness events which are hosted by your campus?

EXPLORING LOCAL FARMWORKER ISSUES

Learn about the farmworker population in your area. Read articles, consult books, watch videos and most importantly talk to local farmworkers about their living and working conditions. Before planning events with farmworkers, it is important to know who the farmworkers are, when they are in your area, how long they stay in your area, and what problems, issues or events present opportunities for collaboration between your group and farmworkers.

The following questions can be helpful when researching farmworker issues in your area:

- Are there farmworkers who work or live close to your campus?
- Are there established local organizations which support farmworkers?
- Is the focus of the local organizations the same as that of students and faculty on your campus?
- Are the organizations meeting the needs of local farmworkers?
- Do the local farmworkers and organizations need student interns?
- Are the local organizations willing to work collaboratively with your college or university?
- What does your campus have to offer the farmworker community?

PHOTO BY KEITH KOCHER

Contact local farmworker organizations and farmworker advocates to find out how the organizations are funded, whether they are government, religious or non-profit, and the focus of their work. Find out if they want to utilize student volunteers and interns and in what projects they can utilize assistance. When you are exploring local farmworker organizations, it is important to determine whether the organizations provide direct service to farmworkers, make policies which affect farmworkers, advocate for and with farmworkers, or support workers as they organize. The organizations' missions and long-term goals can usually give you an indication of their focus. Of course, many organizations cannot be categorized easily, because they do work in more than one area. Working with different types of organizations can be beneficial to your project because you will be exposed to different philosophies regarding how to improve the living and working conditions of farmworkers.

DEVELOPING AN EFFECTIVE STRATEGY

After you have assessed the needs on your campus and within the community, you should develop a plan of action. Meet with interested campus and community leaders to answer the following questions. They should help you explore issues surrounding short and long term goals of your project.

- What are the goals of your project?
- Who will be involved with the project?
- What type of events will you coordinate?
- What community organizations will you work with?
- How much will this cost?
- Where will you get the funds to support the project?
- How will you sustain the project?

To initiate and sustain an Into the Fields program on your campus you will need to determine and obtain access to certain resources. Departments on your campus may be willing to provide your group with access to some of the following resources as in-kind support:

- Computer/typewriter
- Mailing address
- Office space
- Office supplies (e.g., paper, envelopes)
- Telephone
- Xerox machine
- Electronic mail

After a plan of action has been determined and you are able to locate appropriate resources, you should develop a timeline. A timeline is very important in making certain that good ideas lead to actual events. Below is a sample timeline for campus groups who plan to coordinate campus educational events, year-round volunteer opportunities, and summer internships. This sample timeline can be adapted to your campus and the academic calendar.

September

- Set up an information table about your farmworker campus group in campus activities fairs

October

- Develop a list of campus media contacts; write a press release/article about the formation of your group, activities planned or the experiences of summer interns and send to campus and local papers
- Develop a list of on-campus funds for interns, speakers, events, etc.
- Set up 1 campus group/committee meeting; contact former members and recruit new members
- Distribute internship information sheets, brochures, fact sheets about farmworkers
- Begin planning service-learning course(s) about farmworkers

November

- Hold a campus group meeting and an event (educational and fundraising)
- Advertise internship recruitment meetings (flyers, ads, speak at classes and meetings)
- Hold recruitment meetings (distribute applications, information sheets)
- Follow-up with potential applicants and class enrollees
- Coordinate with the professor teaching the service-learning course to finalize syllabus, speakers, readings, reserve room, and advertise for course(s)

December

- Hold campus group event (educational & fundraising)
- Follow-up with potential applicants
- Hold recruitment meetings
- Advertise and recruit for class
- Plan a service project for the class or for the campus group/committee

January

- Assist potential applicants with applications for summer internship
- Service-learning class begins (final recruitment, registration)

February

- Collect internship applications
- Meet with committee to interview applicants
- Make acceptance recommendations for internship program
- Plan individual and group fundraising activities for interns

March

- Selection of interns finalized
- Interns notify internship coordinator of acceptance
- Internship coordinator meets with interns on campus to discuss fundraising
- Sponsoring agencies interview interns
- Hold on-campus group fundraising/awareness event
- Spring break trip/day field trip/special project for class participants or committee

April

- Follow-up with individual and group fundraising
- End-of-the-year campus activity
- Interns' placements decided

Students can learn an enormous amount about the country they live in, about the communities that are not so very far away from where they are getting an education. They can learn this way. Otherwise, they won't learn at all.

Dr. Robert Coles

May

- Final campus meeting with interns
- Interns' funds and forms due to the coordinator
- Meet with sponsoring organizations

June

- Orientation for all interns
- Interns begin work at sponsoring organizations
- Site-specific orientation at work-site
- Sponsoring organizations send a copy of contract to campus coordinator

July

- Mid Retreat for all interns
- Sponsoring organization sends mid-evaluation of intern(s) to campus coordinator

August

- Last day interns work at sponsoring organizations
- Final Retreat for all interns
- Sponsoring organization sends final evaluation of intern(s) to campus coordinator
- Campus coordinator meets with committee and supervisor to review sponsor and intern evaluations

PHOTO BY CHRIS SIMS

Drawing from the experience of students who have worked in Universities through Student Action with Farmworkers, it is recognized that the creation of partnerships with University Departments, Professors, Administrators and established programs is an asset to any organizing effort. Institutions of higher learning are supportive of student initiatives that involve both learning and service. Departments may be able to provide in-kind support, such as office space, photocopies and access to a phone. Professors interested in the student group's work may provide invaluable advice, as well as referrals to resources and other interested individuals or organizations. Having a good rapport with administrators can benefit a student organization since they may become advocates for the group at a University-wide level and have access to institutional funds. Creating partnerships with other student organizations is also critical in getting other students involved in the campus organizing effort.

A summary of possible actions that can be taken by students to raise awareness and become involved with issues affecting farmworkers is included in this section.

SECTION III:

Mobilizing Students and Faculty on your Campus

Colleges and Universities provide an ideal setting for student involvement in issues concerning migrant and seasonal farmworkers. The interdisciplinary nature of the issues provides an opportunity for students in many departments and majors to work together in educational and volunteer activities.

Campus organizing begins with an active student organization that is recognized by the University community as representing the interests of a segment of the student population. Students can be very effective in their efforts to educate their peers and the community about the conditions of farmworkers. Active involvement with agencies and organizations that provide services to farmworkers is also an important aspect of campus organizing.

Refer to the Sample Syllabus and Sample Newspaper Ad in Addendum: Section III, p 27

ORGANIZING A CAMPUS GROUP/COMMITTEE

The key to successfully implementing a farmworker awareness program on your campus is to not try to do it alone. If an on-campus group/committee that is concerned with farmworker issues does not exist at your school, then the first step is to establish one. Having a visible student group that organizes activities to raise awareness of farmworker issues is a strong asset to other activities such as the development of internship opportunities, fundraising efforts, and establishment of service-learning classes. Contact your student community service center, student government, student development office or Campus Y to find out information about setting up a student led group and soliciting funds for the group.

Students should contact a wide range of people in the community and the University when recruiting members for a campus group or a committee. Consider contacting the following:

- Community service interns
- Farmworkers or former farmworkers
- Campus volunteer center or service-learning center staff
- Leaders or members of campus volunteer groups

- Political groups on campus
- Religious groups
- Ethnic and cultural groups
- Fraternities/sororities
- The Dean of Student Life, Student Affairs or Campus Life
- Residential Life staff, Resident Advisors
- Leaders of your student government or dorms
- Your friends
- Staff of community organizations
- Administrators and alumni
- Faculty of departments such as Public Policy, Sociology, Anthropology, History, Education, Spanish, Latin American Studies, Social Work, Public Health, Environmental Studies, and Multi-disciplinary Studies

PLANNING CAMPUS EVENTS

There are many ways that college students and faculty can become involved in the lives of migrant and seasonal farmworkers. There may be farmworkers in your school's area during the academic year who may be unemployed or temporarily employed in another industry. Work with nearby agencies to set up volunteer and/or internship opportunities for interested students. There are usually many needs which could be met during the off-season. Develop a list of local volunteer opportunities with farmworkers and distribute the contacts to campus group members and faculty interested in agricultural, poverty, and social justice issues.

Some ideas for projects that can take place throughout the year are outlined below:

Organize Volunteer Opportunities with Local Farmworker Organizations

Education

- Organize a tutoring program for migrant children in area schools or labor camps.
- Organize a pen-pal program, matching college students with younger migrant students.

PHOTO BY CHRIS JOHNSON

- Create an adult literacy project or teach English as a Second Language to farmworkers.
- Set up field trips for farmworker students enrolled in a migrant education program to tour your campus or to attend a play on your campus.

Health

- Send volunteers to a health clinic to serve as translators or outreach workers.
- Work with your university's medical school or student clinic to set up a mobile clinic for farmworkers.

Legal

- Set up opportunities with legal services programs for students to translate their materials into Spanish, serve as interpreters in court, or transport farmworkers to legal hearings.
- Work with law students at your university to offer paralegal work to legal services programs which work with farmworkers.

Community Organizing

- Support farmworkers who are trying to organize making phone calls, providing transportation, or holding fundraisers.
- Educate your campus about boycotts called by local farmworker groups, circulate petitions, organize leafletting in grocery stores and the campus cafeteria, and organize marches.

Other

- Plan a spring or fall break trip to work with farmworkers in another area.
- Hold a food or clothing drive for community groups which work with farmworkers.
- Coordinate an event or service project with another school.
- Take field trips to the agencies which work with farmworkers, a farm, a packing shed, or a processing plant.
- Participate in a gleaning project and donate the food to an agency which provides emergency food assistance to farmworkers.
- Repair migrant housing at a local labor camp.

Sponsor Awareness Raising Events

- Hold education/awareness events on your campus or in the community. Have speakers present to classes or hold special presentations, show films about farmworkers, or lead discussions at a pizza party about issues facing farmworkers. Participate in campus-wide events such as Earth Day, International Week or Human Rights Day by having an information table or providing a speaker who will address issues involving farmworkers. Participating in an established campus event guarantees you an audience. Also, find out about speaker series on campus and propose to have a speaker address farmworker issues.
- Write articles about your work for the school magazine or newspaper.
- Sponsor a photo and writing exhibit from students' or previous interns' work in a visible place on campus (e.g., the library, student union).
- Display an art or photo exhibit from migrant students' work.
- Publish documentary work including art, photographs, oral history interviews and essays done by migrant students and college students.
- Help farmworkers organize a festival or farmworker appreciation week.
- Organize a farmworker awareness week on your campus.
- Invite farmworkers and students to share experiences at a local restaurant.

Coordinate Advocacy Projects

- Begin an advocacy campaign about farmworker issues. Write letters to members of Congress, write editorials in the newspapers, have information tables on your campus, or hold hearings about farmworker issues.
- Find out about national or regional boycotts of companies originated from labor disputes due to poor working conditions for farmworkers. Educate others about the campaigns and write letters in support of the boycotts.
- Monitor the activities of the government agencies responsible for enforcing farmworker laws, such as housing inspections or field sanitation.

Perform Research Projects

- Work on Participatory Action Research projects for farmworker agencies. For example, perform a study of agricultural land ownership or pesticide use affecting farmworkers in your area.
- Choose topics related to farmworkers for assigned papers in classes.

DEVELOPING AND MAINTAINING SERVICE-LEARNING COURSES

In order for students to have a true "service-learning" experience, it is important to provide a formal structure in which service and learning takes place. Most learning emanates from service itself, but lacks a forum for personal reflection or the opportunity to examine the root causes of problems in our communities. Establishing a service-learning course focused primarily on farmworker issues or integrating a service component with farmworkers into an already existing class is a way to provide space for both service and learning to occur simultaneously within an academic institution. The goals of the service-learning project are to educate students about problems facing farmworkers, discuss policy issues and potential solutions, and enable students to work with farmworkers directly.

A service project with farmworkers can easily be added to already existing classes. The key is to find classes which are related to farmworker issues; for example, classes on rural poverty, migration, Latin American Studies, Economics, Anthropology, History or Sociology. It can also be possible to approach a professor who is interested in farmworker issues about starting a new course on the topic. Inform them that there are resources available such as sample syllabi and that students might be interested in assisting the professor in coordinating and advertising the course.

An effective program allows time and space for participants to articulate clear service and learning goals (e.g., what is to be accomplished and what is to be learned). The most effective campus based service-learning projects are linked to the curriculum and require faculty involvement. Finding one supportive faculty member can often lead to others being involved. Be sure to publicly thank the faculty who support you; this may encourage other faculty to be curious about what they are doing.

Content and Syllabus

Service-learning courses should contain a mixture of films, speakers, readings, discussions, and group activities. If you are integrating a farmworker service component into an already existing class, talk to the professor about assisting him/her by providing articles, videos, and books which focus on farmworker issues, but are relevant to the existing coursework. Combine factual, policy-oriented materials with stories of individual farmworkers or families. Students in the class who are volunteering in a farmworker agency should be asked to lead discussions when the week's assignment is related to their service project.

Class Projects/Direct Service Component

Service project(s) should be a requirement for the course. The service component can be either an individual or group project, but preferably both. Students can volunteer at an agency which works directly with farmworkers each week for a specified amount of time, groups can sponsor a weekend service event, or students can do a research project for a farmworker advocacy group. The students in the class should coordinate group projects with the existing campus group. Because some service projects require a greater time commitment than others, it is important to be flexible with the time requirement.

We can study policy in the classroom, we can study solutions that have been made up in Washington or a state capital, but until you get out in the area where the solutions are being affected, you can't see how they impact the patient, the people who are the reason for the services.

DAVID THOMAS, SAF 1990 INTERN

BALDEMAR VELASQUEZ OF THE FARM LABOR ORGANIZING COMMITTE
PHOTO BY LAURA DREY

Speakers

Invite a wide variety of speakers with different perspectives and opinions to the class. Make sure to ask the speakers to discuss a specific issue such as immigration, health, or child care, as opposed to the general topic of "migrant farmworkers." Discuss your expectations for the presentation with speakers before they arrive. Give the speakers the reading materials assigned to the students regarding the topic(s) they will address. Be sure to write thank-you letters to the speakers. If your budget allows, provide a small honorarium, pay for their travel costs, or provide dinner before or after the class with the students.

Prepare a list of local farmworkers and farmworker advocates who are available to speak to classes, clubs, and at special events. The following list provides some suggestions for speakers:

- Farmworkers
- Legal services attorneys or paralegals
- Community organizers, union organizers
- Health care providers
- English as a Second Language teachers
- Teachers who work with migrant children
- Farmers
- Students who have participated in an internship or have had similar experiences
- State government employees who work on agricultural or labor issues
- Members of advocacy groups

Reflection Ideas

Service-learning courses must include an academically challenging written component, as well as opportunities for students to reflect on their service experience. It is important to offer a diversity of written assignments and reflection exercises, because not all students reflect in the same way. Below are some sample assignments.

- Require students to keep a weekly journal of their reactions to speakers, films, readings, or their volunteer experiences.
- Ask students to write a brief essay exploring their reasons for choosing to enroll in the class and/or wanting to participate in an internship program.
- Lead students in guided journal entries; have them write letters to parents, friends, professors that reflect "what I am learning, how I am growing, how I am changing" through this service project.
- Assign short, bi-weekly reaction papers.
- Have students set learning objectives and personal objectives at the beginning of the service experience. Revisit the objectives at various times throughout the semester.
- Have students pair up and interview each other with the following questions: Can you think of a time when you were surprised by something in your service? Did you ever suddenly look at a situation or an issue in a way you hadn't before? When did you realize that you needed answers to some new questions? How do you plan to find answers to these questions?

SECTION IV:

Coordinating a Summer Internship

An internship program can provide students with the opportunity to become involved and committed to public service and social action. Interns can develop projects that are mutually beneficial for farmworkers and themselves. The opportunity for students to assume leadership positions outside the University setting can lead them to explore new academic and career options and may change their outlook for the future.

DEVELOPING RELATIONSHIPS WITH SPONSORING ORGANIZATIONS

A key aspect of coordinating a summer internship is to create partnerships with local agencies and organizations that already work with farmworkers so that programs will not be duplicated and resources are shared. These organizations are in many cases understaffed and can benefit greatly from the work of motivated and committed interns. Contact your local Health Department, Migrant Education Program, Head Start Center, Legal Services Agency, religious organizations and other entities that work with farmworkers to determine their need and willingness to participate in your internship program.

Organizations or groups which support farmworkers usually know about and work with each other. Therefore, if you have difficulty locating agencies, consult the organization you do have contact with for other groups. It is always a good idea to meet with someone at the organization, instead of simply speaking with them on the phone.

In order to develop a successful relationship with sponsoring organizations, a staff member at those agencies must be willing to serve as an intern supervisor. Supervisors must work with their interns to develop work plans that consider the interests of the agency as well as the students'. Once you have located possible sponsoring organizations in your area, send them a cover letter introducing your program and a Sponsoring Organization Application Form. The application process will help you formalize your relationship with the agency, as well as allow you to appropriately match students with agencies. It is a good idea to obtain a copy of the sponsoring organization's volunteer liability policy before a student begins working with that agency. This can preclude any future problems if a student gets injured while volunteering at that agency.

Before interns begin their work with the sponsoring organizations, it is helpful to hold a required Sponsoring Organization Meeting. Many organizations are not accustomed to working with students and can benefit from a meeting where expectations and responsibilities of interns and the agencies are discussed. At the meeting provide sponsoring organizations with a folder containing information about the internship program, important dates, and forms such as your program's Grievance

It would be impossible not to learn and grow from a summer experience like this. My mind was opened up to so many new ideas and situations and I can feel the difference in me and how I relate to other people. For the summer, I escaped the reality of a college student and entered into an entirely different reality I had never before known about—that of the farmworker community—where I witnessed the incredible dignity and beauty that comprise the human spirit.

Jennifer Winston, 1992 intern

Refer to Addendum: Section IV, p 32

Procedure and an Evaluation form for the meeting. During the meeting be sure to review the agenda, Sponsoring Organization Folder, and the Internship Participant Responsibilities. Also, allow time for a question and answer period. It is helpful to have someone who has hosted interns before to lead a session on "Preparing for Student Interns". Hearing real stories from another agency staff person allows the sponsoring organization participants to realize that there are others already working with student interns. Testimonies from experts can be reassuring for hesitant sponsors. Some questions which may be useful to discuss during that time are:

- What type of projects are summer interns best at?
- How much supervision do interns need?
- At what points during the summer do interns need more attention?
- What type of support can supervisors offer (that is not work-related)?
- When are supervisors not responsible for interns?
- What lessons have you learned by working with interns or student volunteers?

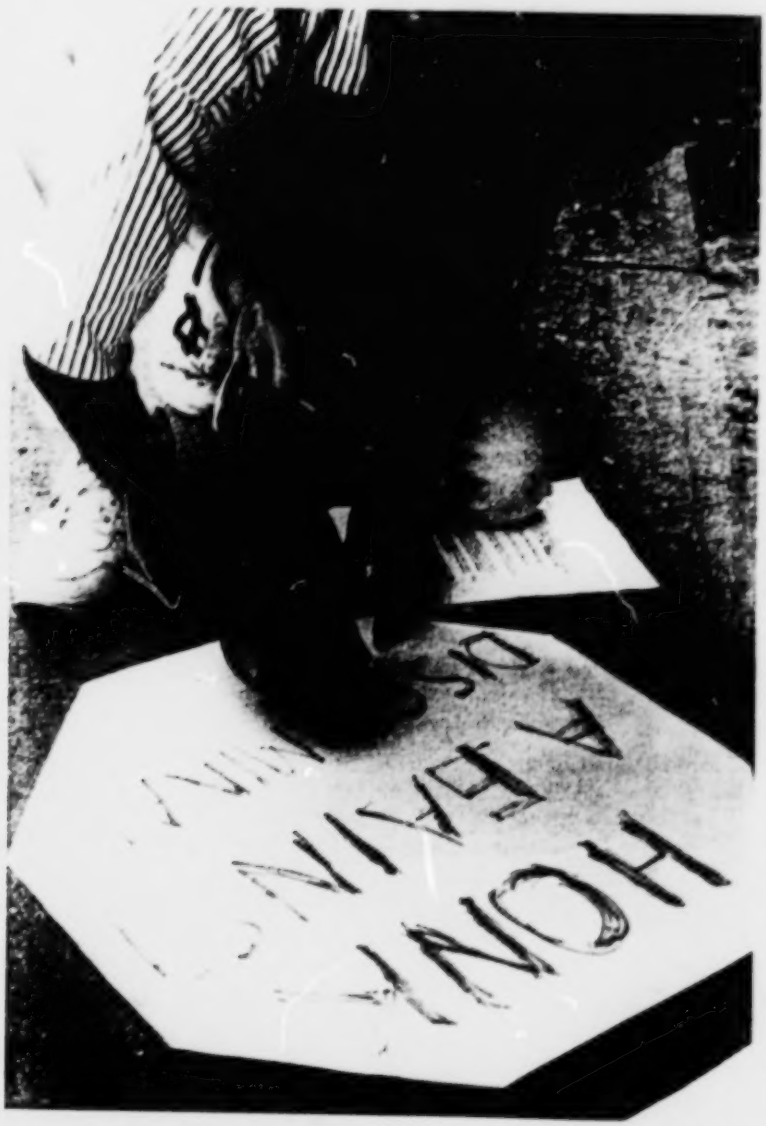

PHOTO BY CHRIS SIMS

Certain circumstances may arise over the course of the summer which could pose problems between sponsoring organization supervisors and interns. The re-enactment of possible scenarios by sponsors can provide an opportunity for discussion and problem-solving. Divide supervisors into small groups, have each group discuss one of the following scenarios, and then have the group report back to all the participants.

Always Around Intern

Intern's housing situation is messy. She does not like the person she is living with and thus avoids going home. She gets to work early and stays late. She never wants to leave the office. She even begins asking you and other staff if she can hang out at your house for a while after work and on the weekends. *What do you do?*

I Don't Feel Qualified Intern

You have interviewed the intern, seen her resume, and know she is very qualified to complete the project you have in mind for her. The project is just what she said she has always wanted the chance to do. Yet when the time for the intern to begin the project comes, she panics. She does not feel qualified to do what you expect. Her self-initiating character crumbles under pressure. You do not have anyone else to coordinate this project; you were depending on her. *What do you do?*

Homesick Intern

Intern does not get along with other intern in area. He does not meet other friends and seems to be lonely. Intern is married and misses his spouse back home. Intern seems very depressed and is not enthusiastic about work. *What do you do?*

Not Your Intern

Intern is placed with another organization in your area, but works on a project your organization is coordinating with the intern at your agency. Intern does not follow the "policies" of your agency and is disruptive in your agency. Intern does not feel that you have authority over her because you are not her supervisor and this is not her official placement. *What do you do?*

Wrong Foot Intern

Intern starts the summer on the wrong foot. His housing was not quite what he had expected, after one day with children he is not quite sure he wants to teach after all, and well, he has never lived in a rural area before. His first weekend in Off-The-Beaten Path, USA, does not compare to the limelight he loves in New York City. *What do you do?*

It is important to be in contact with the sponsoring organizations throughout the summer to monitor the progress of interns, respond to any difficulties or problems promptly and maintain partnerships with the sponsoring organizations. Schedule at least one site visit for each intern at their work site when you can meet with their supervisor and co-workers, and have the interns share current projects. After the internship program comes to a close, request the organizations' input for next year's program. Utilizing a written evaluation will prove useful for you when you begin planning for the next year's internship program. Agencies may also be able to designate funds in their budget to support the work of an intern the following year. Send sponsoring organizations a follow-up letter requesting them to include your program in their budget and talk to them about the possibility of co-writing grants and continuing to work together in the future.

RECRUITING AND SELECTING INTERNS

While you are continuing to develop relationships with sponsoring organizations, you should develop and distribute an internship application for students. Keep in mind the qualifications, expectations, and guidelines you would like interns to follow and set program dates and deadlines. Also decide on the application process, interview process, whether you will charge an application fee and what forms should be required, such as a personal statement, resume and/or letters of recommendation. You must also determine costs and sources of income for the internship. Issues you should consider include: if you will require interns to fundraise for part of their living expenses, if you will provide housing for interns during the summer, if you will provide interns with a post-service scholarship when they finish the internship program, and whether students will be able to receive academic credit for the internship.

It is important to recruit a large and diverse pool of applicants for the internship program. Recruiting applicants from a variety of ethnic, racial, and religious backgrounds, as well as varied ages, gender, economic levels, and those with disabilities will add to the experience. Participation of interns from farmworking families will be an asset to your program. Bringing different perspectives to the project will also provide a variety of skills to the sponsoring organizations. Do not just recruit your friends, people from your clubs, or people in your discipline. Keep in mind that students who speak Spanish, or a language widely spoken by farmworkers in your area, will have a more rewarding internship experience and should therefore be considered priority candidates.

Introductory information sessions can be useful in recruiting summer interns, raising awareness about farmworker issues, and getting students motivated to become active on campus. Set different dates and times for the recruitment meetings so that more people will be able to attend. On all the publicity materials, have a name and number to contact for further information. Be sure and follow-up with those who call or come to the meetings. You may also want to hold individual meetings with interested applicants.

PHOTO BY CHRIS SIMS

How and where to publicize meetings:

- Post flyers all over campus.
- Announce in the campus newspaper and to classes.

How to make meetings interesting:

- Serve refreshments.
- Show a video or display photos and documentary books about farmworkers.
- Invite farmworkers to come share their life experiences.
- Invite former interns to come and speak to the group.
- Play festive music in the background.

How to ensure that recruitment meetings are effective:

- Be familiar with all the internship requirements, dates, and application, as well as farmworker issues.

PLANNING THE SUMMER INTERNSHIP

A meaningful internship program should integrate a service-learning component throughout the summer. The internship should begin with an orientation where students can learn about issues affecting farmworkers, discuss issues that they might face at work, and have an opportunity to interact with other students. A Mid-Retreat and a Final Retreat provide opportunities for reflection, sharing experiences and problem-solving. Invite farmworkers and guest speakers to the orientation and retreats. A visit to a local farm can provide an opportunity to discuss the realities of agriculture in your area.

During your initial orientation, it is very important to clarify interns' responsibilities and review how they should handle difficult situations if and when they arise. One very effective method for discussing difficulties is through role playing. Below are examples of situations which SAF interns have encountered in the past. They should provide excellent discussion starters for interns from your campus.

- You have only been at your worksite for two weeks and you are already exhausted! Your supervisor works 13 and 14 hours per day and expects you to do the same. You have hinted about how tired you are and you would think your supervisor would notice your yawns. You want to please your supervisor and you love the work, but you are just too tired. *What can you do?*
- Your supervisor constantly asks you to do small favors for him...."go get me some coffee; could you find that file?; would you grab the phone?" You do not mind doing small favors, but these constant interruptions are interfering with your projects. You are starting to feel like a secretary. *What can you do?*
- Lucy, one of your co-workers is so excited that you are working in her agency this summer. She asks you to go to the movies on the weekends and out for beers everyday after work. You like Lucy but you had rather spend time with other interns or just have quiet time by yourself. You do not want to hurt Lucy's feelings but you need your space. *What can you do?*
- You have been at your agency for three weeks and you still have no workplan. You have asked your supervisor to write a workplan with you, but she is always too busy and seems overworked. On your first day of work, your supervisor said that your project was to set up a rural health clinic in a new area. You are overwhelmed and have not received any further direction. *What can you do?*

- You do not get along with the other intern in your area and have not met any other friends yet. You desperately miss your friends and family back home. This depression is beginning to affect your work. You simply do not have the energy or enthusiasm you had before the summer program began. *What can you do?*

- One of your co-workers seems to be flirting with you. She makes little comments about the way you dress and the way you laugh. You are starting to feel uncomfortable and the other workers are starting to gossip. *What can you do?*

- Your supervisor always talks about Mark, the intern from last summer. Mark worked extra hours, was fluent in three languages, and did everything perfectly. You feel you are being compared to the "dream intern" even though you feel that you are doing excellent work. *What can you do?*

- You are assigned to work with another intern in your area on a project at her worksite. There is a discrepancy in how your friend's agency handles a particular situation and how your agency does so. The other intern's supervisor tells you to do a specific task which your supervisor had previously said that you should not do. *What can you do?*

The internship and leadership development program exposes the students to the realities of the workers and to the oppressive situation in which they must live.... You are developing powerful islands of persons who are supportive of justice for farmworkers amidst a great ocean of persons who are uninformed and/or indifferent. This is the kind of base that must be developed for the larger public to support the changes that are needed.

JIMMY CREECH,
FORMER PROGRAM ASSOCIATE OF THE
NORTH CAROLINA COUNCIL OF CHURCHES

REFLECTING ON THE INTERNSHIP

Regardless of the interns' placements, fields of study, or reasons for participating in the internship, they should be required to reflect on their experiences. Assisting interns to reflect on what they are learning and doing during the summer, as well as assisting them in understanding the bigger picture regarding the social and economic realities of farmworkers, is a difficult but necessary task. One way to ensure that all the interns will participate in reflection is to offer a number of different reflection exercises. Interns should be required to reflect regularly during their internship through journalling or discussions, participate in special reflection exercises during retreats, as well as produce a final reflection or documentary project.

Providing interns with guided journal questions can keep interns focused on what they are learning and doing that is specific to this internship. Below are journal questions which interns can use to not only reflect on what they are doing during the summer, but to prepare them to begin thinking about how they can educate others about farmworkers when the internship is over. The more you have access to interns' journal entries, the more aware you will be of problems or successes that arise.

- Identify and describe in detail an incident which occurred early in your internship. Then describe your thoughts and feelings about the incident, your perceptions of others' thoughts, and how this event affected your co-workers and/or your work.

- What are the challenges you are facing in your internship? How will you meet these challenges in the remainder of the summer?

- Have you been surprised by something during this internship thus far? If so, write about when you suddenly looked at a situation or issue in a way you had not done so before.

- If you wanted to get personally involved in solving a problem in the community in which you are working, what steps would you take?

- Are there some guidelines for community involvement that you think people should know in order to be effective in community action? What skills or knowledge are necessary to be effective?

- What have you learned from your service that makes you a more effective participant in the community?

- Write a letter to the intern who will be working in your agency next summer. Explain to them how to be best prepared for their work, what frustrations they might encounter, and what project at your agency you wish you would have been more involved with. Give a copy to the intern in this placement next year.
- Has the way you think about poverty, discrimination and injustice changed over the course of the summer?
- Has your internship sparked any new, or deepened any of your existing, academic or career interests?

PHOTO BY CHRIS SIMS

- Write a letter to your parents, friends, or professors which explains what you are learning and how your views are changing through this internship.
- What, overall, do you feel you accomplished this summer? How do you feel about yourself and your abilities now that you've completed the internship? Have your goals for the next year and/or your life changed and in what ways?
- Write an article for a local newspaper explaining the conditions of farmworkers in your area and what you are doing with and for farmworkers through this internship.
- Write an article for your campus or home town paper explaining what you did during the summer.
- Write a plan for educating other students and/or members of your home community about farmworkers, agribusiness, and/or rural poverty.

Documentary Projects are great end-of-the-internship projects through which students can share their experiences and the stories of farmworkers with others. These materials can be used as educational tools for presentations, articles and exhibits that can reach a large audience.

Interns should be provided with training and technical assistance throughout the summer to help them complete their project. Requiring interns to present their project at the Final Retreat or during the following semester will make them take the projects more seriously. Interns should be aware of the need to respect the privacy of farmworkers whom they are interviewing and photographing. Students should ask farmworkers to grant them written permission to make public their photographs to avoid problems in the future. Your internship program may also want to request permission from interns to use their materials for educational purposes.

Some examples of documentary projects are:

- Journalling
- Writing poems, essays, short stories, or books about their experience
- Interviewing farmworkers, co-workers, farmers
- Taking photos or slides of the fields, agricultural corporations and/or housing conditions
- Recording oral histories
- Producing videos

OVERVIEW OF PARTICIPANT RESPONSIBILITIES: *Internship Coordinator, Interns, Sponsoring Organizations*

Internship Coordinator

To recruit talented students to participate as interns and provide materials, videos, applications, and trainings to raise student awareness of farmworker issues.

To locate adequate financial support (and housing) for interns.

To make appropriate placements of students with participating organizations.

To provide an intensive orientation and on-going opportunities for reflection and training for interns about farmworker issues and their responsibilities as interns.

To keep a copy of the summer contract signed by the coordinator, sponsoring organization and intern. The interns' summer work plan and the sponsoring agency's volunteer liability policy should be attached to the contract.

To be in communication with both interns and sponsors through site visits, phone calls, and letters in order to evaluate progress, answer questions and solve problems.

To review interns' journal entries and documentary projects.

Interns

To meet with your supervisor to finalize summer job descriptions and weekly workplan. Interns should discuss their personal goals for the summer, what type of work would be of most interest to them, what skills they can provide, and what hours they can work.

To keep a copy of the summer contract signed by the coordinator, sponsoring organization and intern. The interns' summer work plan and the sponsoring agency's volunteer liability policy should be attached to the contract.

To be present at work on those days and hours which are agreed upon at the beginning of the summer, except when permission is granted to alter this schedule, and to abide by the policies of the sponsoring organization. Interns should work 35-40 hours per week at their sponsoring organization.

To attend all orientations, trainings and retreats.

To meet with other interns regularly to discuss the summer internships. Interns can also be required to prepare group presentations for the Trainings/Retreats.

To keep a weekly journal, participate in regular reflection meetings with other interns, and complete a documentary project.

To meet weekly with your supervisor in order to maintain clear lines of communication. It is the responsibility of the interns to tell their supervisors if they are not providing sufficient supervision or guidance during the summer.

To complete evaluation forms of the orientation, trainings and the overall internship program.

Sponsoring Organizations

To provide the internship coordinator and interns with a copy of the job description developed by the agency.

To locate adequate financial support (and housing) for interns.

To orient interns to the agency's policies, mission, expectations, and staff, as well as to other agencies in the area. To discuss expectations, proper dress, work hours, etc. to help alleviate future misunderstandings.

To use the interns' abilities and interests to enhance ongoing projects or to initiate a new project.

To keep a copy of the summer contract signed by the coordinator, sponsoring organization and intern. The interns' summer work plan and the sponsoring agency's volunteer liability policy should be attached to the contract.

To meet weekly with interns in order to maintain clear lines of communication. Supervisors must be aware of the daily activities of interns should any problems arise.

To complete evaluation forms of the interns' performance and the overall internship program.

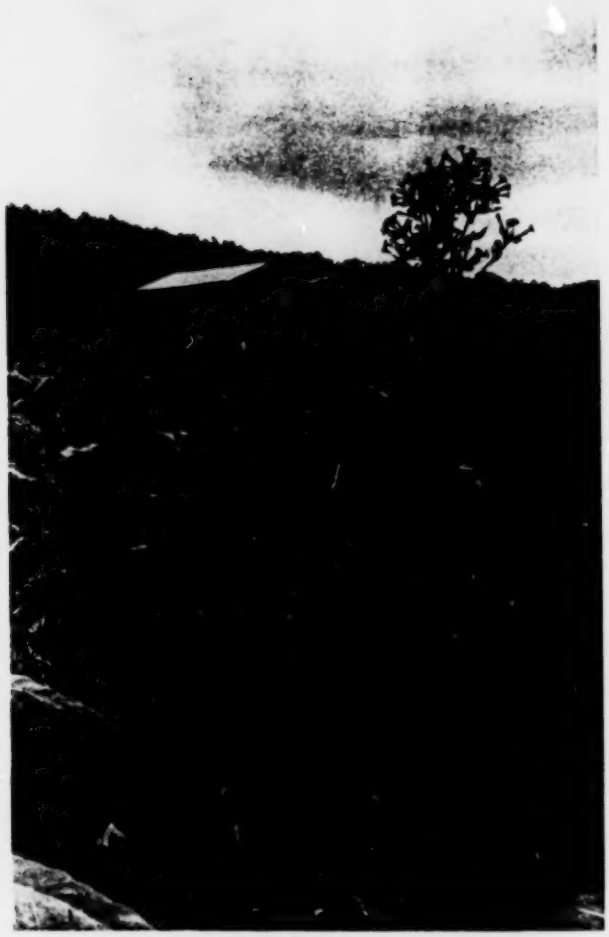

PHOTO BY KEITH KOCHER

SECTION V:
Fundraising

In order to initiate an effective year-round and summer internship program, you must determine the cost of the program and how you will fundraise the needed amount. Be clear in your own mind about why you are asking for money. Remember that every dollar you raise will be well-spent, and by asking people to sponsor you, you are giving them an opportunity to invest in something worthwhile. Many people regularly give money to charitable organizations. In fact, 85-90% of all charitable giving in the US is from individuals (over $70 billion a year), compared to only about 5% each from foundations and corporations. Often people donate money to causes they support, but they are not really sure where it goes. They may be delighted with the chance to support your work and to hear personally how their dollars have made a difference.

People give money for many reasons. They might give because they are concerned, intrigued, because they feel guilty, because giving makes them feel good, or because it may be tax-deductible. But no matter what the underlying motives are, the only way they will give is by being asked. So first, conquer the fear of asking. Take an honest and critical look at why you are raising money and where the money is going, and feel good about fundraising to support farmworkers.

If you are coordinating a summer internship program, we suggest that the participating interns be required to help fundraise their expenses. Most of the agencies where interns will be working cannot afford to pay interns or will only be able to contribute a small amount.

Fundraising benefits the students because:

- It helps students articulate their motivations for participating in the project.

Setting a fundraising goal per intern or for the entire group from your campus is necessary. You need to assure students that the money can and will be raised. One of the main roles of the coordinator is to offer support and encouragement to the students as they fundraise.

Ways to ensure that the interns meet their fundraising goals:

- Prepare a fundraising packet for the interns. Include the list of scholarships that are available for summer service-learning internships on your campus, the names of businesses or faculty who have given in the past and sample solicitation letters.

MAKING A FUNDRAISING PLAN

Make a budget with estimated expenses for the entire internship. Include food, transportation, intern expenses, post-service scholarships if awarded, and miscellaneous expenses. Your budget will vary depending on how many events you coordinate and how many student interns you have. You might also be able to receive in-kind support such as office space, use of a phone and fax and e-mail. Make a timeline to focus your fundraising goals before the internship. For example, we will raise $____by May 1, and $____ by June 1.

Break down your total expenses so you know how much you need and from what sources you are going to get it. Review the example budget which includes costs for hosting one campus educational event per semester and for coordinating summer internships for five students.

Expenses

Miscellaneous	
SAF Membership Fee	$75
Office Expenses	
Mail	$200
Phone	$300
Supplies	$100
Copies	$200
On Campus Events	
Food	$50
Publicity	$300
Speaker fees	$400
Summer Internship	
Orientation & Trainings (Room & Board) ($200 x 5)	$1000
Interns summer expenses/stipends ($1000 x 5)	$5500
Interns scholarships ($1000 x 5)	$5000
Speaker fees	$100
Total	**$13,225**

Income

Interns' Raised Funds (5 x $550)	$2750
Sponsoring Organization Contributions (5 x $550)	$2750
Family, friends, neighbors (20 x $25)	$500
Donations from local businesses (4 x $50)	$200
Presentations to Schools & Clubs (4 x $50)	$250
Event (Raffle)	$400
Event (Book Sale)	$375
Student Government	$500
Religious groups	$500
University Speaker's Bureau	$500
Grant from Foundation or Service-learning Funder	$3500
In-kind mail (university support)	$200
In-kind phone (university support)	$300
In-kind supplies (university support)	$100
In-kind copies (university support)	$200
In-kind speaker fees	$200
Total	**$13,225**

When you're ready to fundraise, you should send letters, make phone calls and hold personal meetings. As you approach people, use your judgment to strike a balance between courtesy and persistence. There is no absolutely right way to do it, but remember: written information is influential, personal contact is even more influential, and face to face meetings are generally the most profitable. But, you won't get support unless you ASK!

IDENTIFYING FUNDRAISING POSSIBILITIES

Think of ALL possible donors and organizations you could possibly contact for support of any kind. Brainstorm with parents, siblings, grandparents, friends, and mentors. Remember support is not just financial. You can get in-kind support. Be creative! Remember that this is an opportunity to let people know what you're doing and to invite them to be a part of it. Make a list of 100 people that you know. They could be family, friends, faculty and staff at your university, employers, members of clubs and organizations, churches or synagogues and school teachers. Think very BROADLY. Contact those people who you believe would support you.

Some individual and group fundraising ideas which have worked on campuses which SAF works with are listed below:

- Encourage students to approach friends, family, local businesses, churches, and civic clubs in their hometown and where they are in school.
- Ask the university to provide funds to match the money raised by the students.
- Contact your student union/student government about left-over or discretionary money or the possibility of introducing a proposal for funding.
- Check to see if a portion of student or faculty fees can be used to support internships.
- Request funds from the University's President/Chancellor or other administrator's discretionary fund.
- Ask the campus chapel/chaplain's office to take up a special collection for you.
- Approach campus organizations such as fraternities, sororities, and dorms.
- Write individual or group letters to faculty, alumni, and staff.
- Show movies, hold a concert, dance or a talent show and charge admission.
- Have a carwash, book sale, or a walk/jog/rock-a-thon.
- Ask a local farmer to donate produce, such as apples, and sell it on campus.
- Hold a raffle. Collect donated items and services from local businesses. Many businesses that will not donate money will donate dinner for two or movie passes.
- Approach corporations or small businesses in your community.
- Hold an art or photography exhibit and auction featuring works by farmworkers, students and/or community members.

Hints on writing letters

You will be surprised how well letters work when presenting your internship to others. Keep the following in mind when writing:

- Send an appropriate letter to your contacts. A letter sent to someone whom you know personally will be less formal than a letter to a company or business. Tell them why this is important to you and your education. People who give are more eager to donate if they find a link between you and the work you will be doing.
- Keep your letter brief and to the point. Use a one to two page letter, with an introduction, body, and conclusion, telling the sender about you, the program, and its importance to you.
- Avoid guilt-creating letters that focus on the problems of the work that you will be doing. Instead, focus on the real benefits of the program.
- When asking for support from companies, businesses, or organizations, remind them that you can give presentations, slide shows or send a brief written report about your project.
- Reestablish ties with people you have lost contact with. Tell them what you have been doing in the past few years or months. You should tell them about any volunteer or work experiences your group has coordinated and share your future plans. This should also be done with people you do not know well so that they will know a little more about your program.

- In the letter request to set up a time to meet with your potential donor. Ask them to reply to your letter to set up a time to meet.
- At the end of the letter when you discuss their donation, cite a specific amount that you think is reasonable for that person or organization to give. Avoid saying things like "any small amount that you can give" - you want to make them think big.

Hints on phone calls and personal meetings

The purpose of calling and meeting a person is to establish a relationship with them so that they feel more comfortable in funding your project. The most important point when doing this is to review the facts about your program, know how much you are asking for and research the person and organization whom you will meet.

The Phone Call

As a follow up to your letter, it is best that you call your potential donor to set up a meeting.

- Take some time and think about who you're going to call and what you're going to say. Think about your relationship with this person in order to connect them with what you are doing. Remember: people who donate give to people, not causes.
- It's crucial that you sound organized and confident on the phone. We suggest role-playing the phone calls with someone before making the call.
- The purpose of the phone call is to set a meeting. Avoid making a request for money over the phone. It's easier for them to say no over the phone than it is face to face. A one on one meeting requires their full attention. In addition, it's much harder to be creative on the phone when trying to explore other options than just yes or no.
- When you ask for a meeting time, always indicate how long you expect the meeting to last (never longer than 45 minutes). The people who you will be talking to are busy, and they need to know that you are not going to tie up their entire day.
- If you really must make a request over the phone, be crisp, confident, and concise. Know beforehand the specific amount you are going to ask for or simply tell them your fundraising goal and ask them to give what they feel is appropriate.
- You should never end a phone conversation, regardless of their answer, before asking them for suggestions of who else can support you.

The Meeting

- Be personable. It helps to establish a rapport with the person with whom you are meeting.
- Keep your goals in mind and know the specific amount that the person or organization can give. Depending upon the relations you have established, you should know to either ask them for full or partial support of your fundraising goal.
- You should remind them of the benefits that they can receive in return for giving and what you intend to do for them if they give. If they ask something of you in return, it should be reasonable for you. It is NOT good to accept a donation and in return agree to do something that you know you cannot do.
- No matter what the consequences of their decision, always say thank you. If so inclined, ask them why they cannot provide support and where else you can seek funding.

Fundraising is hard, but it is not impossible. It takes creativity, perseverance, and luck. If you do not raise your goal, do not be discouraged. Just try approaching your contacts in different ways.

Always say THANK YOU in as many ways as you can. People like to feel appreciated and good about their contributions. Send a letter when you receive their check, as well as after the event or internship they helped support. Each time, explain the importance of their giving and how they have made a difference. Share stories of your experience. Also, invite the donor to your events on campus, so they can continue to feel connected to the project and to farmworker issues.

CONTACTING SERVICE-LEARNING FUNDERS

In order to initiate or maintain service-learning course(s) related to farmworkers on your campus, you need to sustain financial support specifically for the service-learning component of your program. In addition, many local farmworker advocates will speak to your class for free. SAF can offer technical assistance to its member chapters and can provide access to resources such as books, slides, videos, and articles.

PHOTO BY CHRIS JOHNSON

Integrating a service component with farmworkers into an existing class is much less expensive than initiating a new course because the instructor's salary is already covered. You should assist faculty who need additional funding. You should try to locate funding on your campus to support instructors' salaries, utilize graduate or undergraduate students as instructors, or help faculty locate funds from outside sources. Below is a list of national organizations which provide either funds or technical assistance to those who are trying to initiate service-learning on their campus.

Campus Compact
The Project for Public and Community Service
Box 1975, Brown University, Providence, RI 02912
401-863-1119; 401-863-3779 fax
compact@brownvm.brown.edu

Campus Compact is a national coalition of college and university presidents with the mission to expand opportunities for public and community service in higher education. It provides money for its member campuses to support the integration of service and study, growth of campus-based mentoring, development of state compacts and collaboration on issues of service and community. Check to see if your campus is a member and/or if funds are available for your campus.

VA COOL
Virginia Campus Outreach Opportunity League
RC Box 26, University of Richmond, Richmond, VA 23173
804-289-8963, 804-287-6584 fax

VA COOL is a network of colleges and universities that promotes campus-based community service. The Integration Grant Program awards funds on a competitive basis to institutions for community service and service-learning programs.

Break Away
PO Box 6026, Station B, Nashville, TN 37235
615-343-0385; 615-343-3255 fax
breakaway@ctrvax.vanderbilt.edu

Break Away is a non-profit organization that serves as a national clearinghouse of information on alternative break programs. They also provide two-year matching mini-grants to campuses to create service-learning alternative break programs. They are interested in working with campuses to create service-learning projects with farmworkers. Applications are usually due in March.

Campus Outreach Opportunity League (COOL)
1101 15th Ave. NW, Suite 203, Washington, DC 20005
202-296-7010
COOL is a national non-profit organization that promotes and supports student involvement in community service.

National Society for Experiential Education (NSEE)
3509 Haworth Drive, Suite 207, Raleigh, NC 27609
919-787-3263

NSEE is a national organization which has resources for campuses with service-learning programs.

PHOTO BY JEFF WHETSTONE

SECTION VI:
Conclusion

SUSTAINING THE INTO THE FIELDS PROGRAM

As you establish an Into the Fields program on your campus, you should consider a strategy for ensuring its continuity in the future. Your program should have a defined structure that can be followed by the new coordinator(s) in the future. In order to ensure the sustainability of the project, you should do the following:

- Establish a governing board or committee that can make decisions on the project's direction. Have regular meetings, take written minutes, establish criteria for recruiting new members, holding elections and voting on important issues. Invite representatives of all stakeholders involved to serve on the board, such as farmworkers, farmworker advocates, faculty and students.
- Establish sound institutional arrangements between your project and academic departments, service-learning and community service organizations, and agencies and organizations that work with farmworkers.
- Begin an accessible database of contacts and projects with which you have collaborated.
- Establish a filing system that documents what types of projects have been done in the past, what types of opportunities are available in the future and problems you have encountered.
- Update brochures, program descriptions and other important information periodically.
- Develop creative and effective ways to publicize your program. Consider establishing a web-page through your University.
- Renew your program's affiliations every year by filling out forms allowing you to maintain your status as a campus organization or subscribing to relevant newsletters and publications.
- Develop a long-term fundraising strategy, document what has worked in the past and research fundraising possibilities that can continue providing funds for more than one year.
- Establish a bank account.
- Request project participants to fill out evaluation forms to monitor activities, events and trainings coordinated by your organization. Be receptive to feedback and suggestions and make appropriate changes.

SAF's hope is that campuses across the United States will utilize this manual and other resources to initiate and sustain action driven campus-based programs which can support farmworkers as they strive for a more just way of life. We challenge the students and faculty organizing these efforts to remember the farmworkers who continue to sustain our lives by providing the fruits and vegetables we need. Through the words and stories of farmworkers we are inspired to continue our work.

We are farmworkers, working on the land, we give life to the nation. Our hardships we suffer without mercy on this earth that God made with love, with love we give life to the field, watering blood and tears below the burning sun.

MARIA ELENA LUCAS, FARMWORKER AND ORGANIZER; from her book
Forged Under The Sun / Forjada Bajo El Sol: The Life of Maria Elena Lucas

BECOMING A SAF CHAPTER

Establishing and maintaining an Into the Fields program may seem like an immense task for your group at this time. Remember that many student groups have been able to develop effective programs throughout the United States. Student Action with Farmworkers has been able to support students in their efforts by providing them with technical assistance, training, referrals to resources, assistance in establishing service-learning classes on farmworker issues and other services.

SAF is responding to student organizations that have requested assistance in developing meaningful opportunities for students to become involved with farmworkers through numerous initiatives.

SAF offers campus-based groups the opportunity to become affiliated with the national non-profit organization by becoming a SAF Chapter. Students can receive assistance in establishing an Into the Fields program that can mobilize others on your campus to learn about, educate, and work with migrant and seasonal farmworkers in your local area.

What benefits do SAF Chapters receive?

Program Development

- Technical assistance in initiating a program on your campus, organizing events and classes and coordinating a summer internship program.
- Affiliation with Student Action with Farmworkers, which is recognized nationally as an organization that provides quality opportunities for student involvement and service-learning with farmworkers. Members can establish the Into the Fields program in their own region.
- Authorization to use and adapt SAF's forms, applications, and evaluations.

Publications

- A free copy of the Into the Fields Manual.
- Annual subscription to SAF's newsletter, From the Ground Up.

Resources

- Access to materials in SAF's resource library.
- Access to a national database of volunteer and internship sites, as well as campuses, organizations and agencies that work with issues related to farmworkers.
- Action alerts about current farmworker issues.

Regional Symposium and Training

- Reduced registration fee for the Student Action with Farmworkers annual regional symposium and Into the Fields trainings.

What responsibilities do SAF Chapters have?

Annual Membership Dues

Each Into the Fields Member group must pay annual dues to SAF. This will cover the costs of the Into the Fields manual, From the Ground Up newsletter, and costs incurred by SAF while providing technical assistance to your campus (e.g., phone, postage).

Coordinating an educational event

Each member group will be expected to coordinate at least one educational event per semester about farmworkers. This can include hosting a film series, coordinating a panel discussion, or organizing a farmworker awareness week.

Organizing volunteer/internship opportunities

Each group is expected to assess the needs of local farmworkers and farmworker organizations to determine if there is a need for student interns from your campus. If there is such a need, then the group should initiate a volunteer/internship program with the community service center on your campus or in your community.

Contact with SAF

Each group is expected to keep SAF updated on the progress it makes toward its goals at least once a semester. A written progress report on your work should be sent to SAF by mail, e-mail, or fax.

Note

If your campus group becomes a SAF Chapter and decides to use SAF in your group's name, please designate that you are a "campus chapter of SAF", and not "SAF the non-profit organization" (e.g., your group could be named SAF-UNC).

PHOTO BY RACHELE POLING

I've always wanted to do something with my life that's a response to what I see as a real problem. That's the reason I did two internships, 'cause I wanted to see who I am in the world and what I can do with my life.

JORGE VIGIL, 1990 INTERN

Addendum:
SECTION III

SAMPLE SYLLABUS

Into the Fields:
Farmworkers in North and South Carolina

Spring Semester, Tuesdays 6:30-8:30 pm

Faculty Advisors:

Public Policy & Health Education

Program Contacts:

Center for Documentary Studies
& Student Action with Farmworkers

Student Coordinator:

Student Leader

Description and Goals of Course:

The goal of this course is to educate students about the people who plant, tend, and harvest crops each year in North and South Carolina. The course seeks to enhance students' understanding of the lives of migrant and seasonal farmworkers and their families. We will examine the following topics as they relate to farmworkers: health care, legal issues, education, working and living conditions, global economy, labor organizing and cross-cultural relations. The course will also include the various documentary approaches taken to explore and express the situation of farmworkers. The class will couple traditional learning techniques with activism; thus, we will not only discuss the role of students in working for social change, but begin to enact our ideas through class community service/advocacy projects.

The course has a three-fold mission:

1 to prepare/train those students who will participate in the Into the Fields summer internship program

2 to increase student awareness of farmworker issues

3 to stimulate activism relating to farmworker issues

The course will consist of twelve weekly two-hour sessions with guest speaker presentations, discussions of weekly readings, viewing of videos and required service activities or research projects. Students will be required to keep a weekly reflection journal, in which the student will integrate and analyze the material from the assigned reading and class discussions. In addition, students will be required to perform 10 hours of community service with a local agency, write a 5-7 page paper and give an oral presentation integrating the student's service experience with the class readings and discussions.

Grades will be based on attendance at class meetings, participation in class discussions, evaluation of journals, papers and presentations. Students will not receive credit if they are absent more than 2 classes.

Required Reading: Lucas, Maria Elena, *Forged Under the Sun: The Life of Maria Elena Lucas*, Ed. Frank Leeper Buss, 1993. Course Packet, available at the school bookstore.

January 23, Session 1: **The Status of Farmworkers in the U.S.; Has it Changed in the Past 30 Years?**

Discussion of class objectives and information about the Into the Fields internship.

Speakers: Into the Fields Coordinator & Farmworkers

Films: "Harvest of Shame," "Legacy of Shame" CBS

Garza, Ninali and Sandra E. Trevino, "Articulate Teenagers Tell How it Feels to be a Migrant," MEMO: Migrant Education Messages and Outlook, Vol 10, No. 6, Jan/Feb 1995.

Carillo, Jo, "And When You Leave, Take Your Pictures With You," This Bridge Called My Back, Eds. Gloria Anzaldua and Cherrie Moraga, Kitchen Table Press, 1981.

"NC Migrant & Seasonal Farmworkers at Peak Season," NC Employment Security Commission, 1994.

"Facts About America's Migrant Farmworkers," National Migrant Resource Program, Inc.

"Profile of Farmworkers in North Carolina," April 1995. Compiled from "Migrant Farmworker Fact Sheets," National Migrant Resource Program and "A Demographic and Employment Profile of Perishable Crop Farmworkers," NAWS.

"Migrant Workers in North Carolina: Where do they come from?" Migrant Housing Bulletin, No. 2, NC Department of Labor, Agricultural Safety and Health Division, February 1992.

Todorovic, Alex, "Migrants," News & Comments, Point, May 1994, pp. 4-6.

January 30, Session 2:
The Complexities of Agriculture & Agribusiness

Speakers: Farmer & Agriculture Professor

Krebs, A.V. "America's Permanent Agricultural Crisis," Corporate Reapers: The Book of Agribusiness, Essential Books, 1992, pp. 15-22.

"American Agriculture...Growing Better Everyday," Agriculture Council of America, Washington, D.C.

Fowler, Cary, "Unsettling America's Family Farmer," Southern Exposure, Vol XXI, No. 1-2, p. 19.

Gordon, Wendy, "Healthy Farms, Healthy Foods, and Healthy Families," Catholic Woman, November/December 1994, pp. 4-5.

February 6, Session 3: **Latin American & U.S. Relations Affecting Farmwork: Realities in Mexico and Latin America**

Speaker: Latin American Studies Professor

Films: "Dirty Business: Food Exports to the United States," Migrant Media Productions, 1991.

"From the Mountains to the Maquiladoras," TN Industrial Renewal Network.

"Why are So Many People Poor?" Oxfam America, 1995.

Shea, Theresa, "Necessity Obliges: Migrants make seasonal trek for better wages," Durham Herald-Sun, 4 April 1993.

"The National Latino Children's Agenda Fact Sheet: Children of the Colonias," Corporate Fund for Children, Austin, Texas.

Anzaldua, Gloria, "The Homeland, Aztlan," Borderlands/La Frontera: The New Mestiza, San Francisco: Spinsters/Aunt Lute Press, 1987, Preface, pp. 1-13, 194-195.

February 13, Session 4 : **Sharecropping, Small Farmers and Agribusiness: The complexities of North Carolina's Agricultural Economy**

Speaker: Food Corporation Representative

"North Carolina Harvest," North Carolina Office of Rural Health and Resource Development.

Gurganus, Allan, "A Letter to Granddad, The Tobacco Farmer," The New York Times, 1996.

Berry, Wendell, "Our Tobacco Problem," The Progressive, 1992, pp. 17-19.

Street, Chris, "Secondhand Smoke Claims Debunked," North Carolina Farm Bureau News, January 1996, p. 3.

Sigmon, John T., "The Smell of Rural Living," Dialogue, Vol. 10, No. 36, 8 March 1996, p. 7.

Pound, Edward T., "Hog Heaven—and Hell," U.S. News and World Report, 22 January 1996, pp. 55, 57-59.

Stancill, Nancy, "Casualties of the assembly line," The Charlotte Observer, 1995.

February 20, Session 5:
Laying Down the Law: Defining the Legal & Immigration Rights of Farmworkers

Speaker: Immigration Attorney

Silko, Leslie Marmon, "The Border Patrol State," The Nation, 17 October 1994, pp. 412-416.

"Should America's Immigration Policy Be More Restrictive," Glamour, February 1996, p. 113.

Clark, Rebecca, Jeffrey S. Passel, Wendy Zimmermann and Michael Fix, "Fiscal Impacts of Undocumented Aliens: Selected Estimates for Seven States," The Urban Institute, Washington, D.C., September 1994.

"Overview of Alien Eligibility for Federal Programs," National Immigration Law Center, 6/93.

"Fast Facts," "Issue Brief: Costs and Contributions of Immigrants," "Chronology: Restrictions on Immigration and Naturalization," "Issue Brief: Cycles of Nativism in U.S. History," "Facts on Refugees and Asylees," "Facts on Employment-Based Immigration," "Facts on Family-Sponsored Immigration," "Facts on Other INS Categories," National Immigration Forum, 1994.

"H2A Workers in North Carolina," Farmworkers Legal Services.

Schneider, Cynthia G., "Migrant Legal Services: The Challenges of Effective Advocacy," Clearinghouse Review, 1992.

February 27, Session 6: **Farmworker Health Problems & Occupational Safety and Health Issues Affecting Farmworkers**

Speaker: Heath Clinic Outreach Worker

Film: "No Grapes," United Farm Workers of America.

Overview of farmworker health

"Fact Sheet: Basic Health," National Migrant Resource Program, Inc., 1990.

"Race/Ethnicity, Migration and Health of NC Farmworkers," DRAFT, NC Primary Health Care Association, 1995, pp. 55-60.

Galarneau, Charlene A. "Farmworkers as 'Different': A Matter of Difference or Indifference?" Migration World, Vol XX, No. 1, 1992, pp. 29-33.

"We Should Know and Remember," Farmworker Health and Safety Institute, Washington, DC, 1994.

Migrant Housing

"Division Renamed," Migrant Housing Bulletin, No. 4, NC Department of Labor, Agricultural Safety and Health Division, October 1993.

"Gold-Star Growers," Migrant Housing Bulletin, No. 3, NC Department of Labor, Agricultural Safety and Health Division, February 1993.

Pesticides

"Agriculture At Risk, A Report To The Nation: Statement of the Problem," The National Coalition For Agricultural Safety and Health, 3rd Ed., May 1989, pp. 1-5.

"How Pesticides Affect Your Health," and "Reducing Pesticide Use Makes Good Health and Economic Sense," National Campaign for Pesticide Policy Reform, Washington, DC, September 1994.

Lucas, Maria Elena, "Yellow Rain," Forged Under the Sun: The Life of Maria Elena Lucas, Ed. Fran Leeper Buss, Ann Arbor: The University of Michigan Press, 1993, pp. 243-250.

March 5, Session 7: **The Experience of Migrant Children: Difficulties in Access to Education; Federal, State and Local Initiatives.**

Speaker: Migrant Education Teacher

"History of the Migrant Education Program," Rethinking Migrant Education, National Association of State Directors of Migrant Education, March 1992.

Prewitt Diaz, Joseph, "The Factors That Affect the Educational Performance of Migrant Children," pp. 483-485.

"Undocumented Children in the Schools: Successful Strategies and Policies," ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, September 1990.

Velasquez, Gloria, "Bella juventud/Wonderful Youth," I Used to be a Superwoman, Santa Monica College Press, 1994.

March 12: **no class (Spring Break)**

March 19, Session 8: **The Significance of Community and Labor Organizing Among Farmworkers**

Speakers: Organizer & Union Members

Film: "Aqui se Puede: Farm Workers in Washington State," Moving Images, 1991.

"A Brief History of the United Farm Workers Union," "The High Price of Justice," The Indestructible Spirit of the United Farm Workers of America, AFL-CIO.

Zachary, G. Pascal, "United Farm Workers Are Finding New Life After Chavez's Death," The Wall Street Journal, 19 December 1995, pp. A1, A13.

Velasquez, Baldemar, "The Significance of the Farmworker Struggle in the Midwest," Farm Labor Organizing Committee, Sixth Constitutional Convention, 1994.

Lucas, Maria Elena, "Mujeres Valientes: Union Organizing for FLOC," Forged Under the Sun: The Life of Maria Elena Lucas, Ed. Fran Leeper Buss, 1993, pp. 225-233.

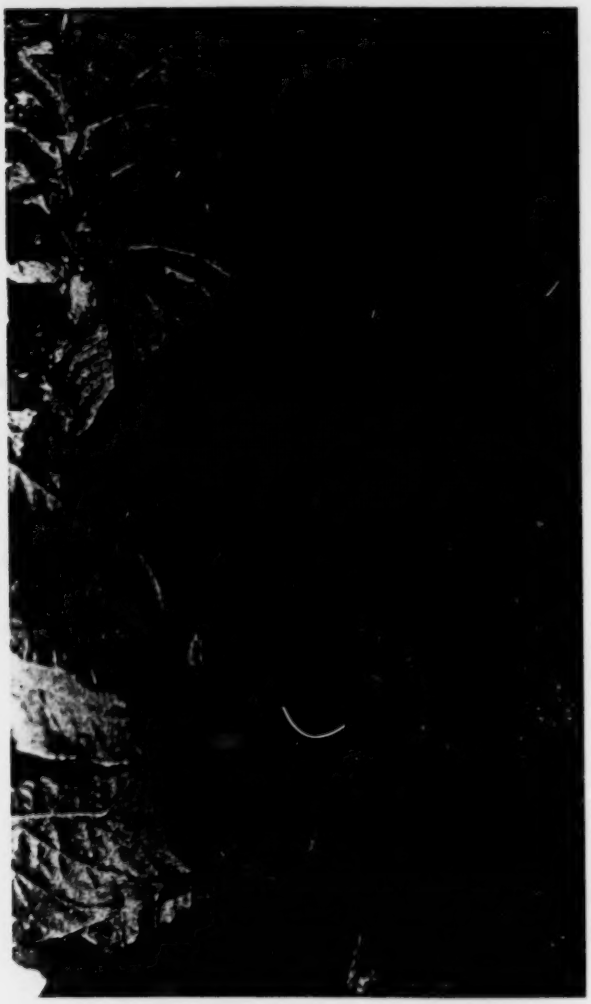

PHOTO BY JEFF WHETSTONE

March 26, Session 9: **Images Brought to the Public: Farmworkers as Portrayed by Documentary Tradition**

Speaker: Documentary Photographer & Writer

Slides: Burski, Nancy, "Earth Angels: Migrant Children in America."

Fowler, Cary, "Unsettling America's Family Farmer," Southern Exposure, Vol XXI, No. 1-2, p. 19.

Carillo, Jo, "And When You Leave, Take Your Pictures With You," This Bridge Called My Back, Eds. Gloria Anzaldua and Cherrie Moraga, Kitchen Table Press, 1981.

April 2, Session 10: **What's My Role? Student Activism with Farmworkers**

Speaker: Student Leader

Loeb, Paul Rogat, "Serve the People," Mother Jones, July/Aug 1990, pp 18-19.

Robert Coles and Tom Davey, "Young Activists of the 1970s: Working with Migrants," The New Republic, 1976.

April 9, Session 11: **Hearing the Voice of a Farmworker Woman**

Discussion of Forged Under the Sun: The Life of Maria Elena Lucas

**Papers due

April 16, Session 12: **Last Class**

Student presentations

Approximately 400,000

migrant & seasonal

farmworkers

work in North Carolina
each year

TAKE:

Into the Fields: Farmworkers in North and South Carolina service-learning class

LEARN ABOUT:

Farmworker issues

DO:

Advocacy, community service or documentary projects

Spring Semester, Thursdays 6:00–8:00 pm
Wayne Manor Commons, West Campus

FOR MORE INFO: Student Action with Farmworkers (SAF) 660-3652

Addendum:

SECTION IV

SAMPLE SPONSORING ORGANIZATION APPLICATION

1. ORGANIZATION INFORMATION

Agency Name _____

_____

Intern Supervisor & Title _____

_____

Address _____

City _____ State _____

Zip _____ Phone(o) _____

Phone(h) _____ Fax _____

Agency Mission _____

_____

Number of farmworkers or previous farmworkers on staff at your agency:_____

Number of farmworkers or previous farmworkers on your Board of Directors:_____

2. ORGANIZATION CONTRIBUTIONS

Please check all that your agency can provide:

___ full living expenses for an intern ($1100)

___ full post-service educational award for an intern ($1000)

___ partial living expenses for an intern ($550)

___ payment of mileage for intern's work-related travel

___ speaker(s) for orientation and/or retreats

___ transportation of intern(s) to and from work

___ housing for intern(s)

___ information about housing possibilities (e.g., staff members who have extra rooms, apartment complexes, churches that have available rooms, dormitories at local universities) _____

_____

3. INTERN QUALIFICATIONS & RESPONSIBILITIES

Number of intern(s) needed: ___ 1, ___ 2, ___ 3

Job Title(s) _____

_____

Tentative work schedule (days, evenings, weekdays, or weekends): _____

Required skills/abilities for the job:

We will not be able to provide your agency with the "perfect" intern, so please only indicate the skills you absolutely require of an intern.

___ computer skills

___ documentary experience
(___ creative writing, ___ photography, ___ video)

___ Spanish (indicate level) _____

___ other languages (indicate language) _____

___ teaching experience

___ use of a car

___ willing to work independently

___ willing to work in a structured environment

___ other required skills _____

Job responsibilities:

Please explain in detail or attach a job description explaining what intern(s) will do at your agency.

_____

_____

_____

_____

_____

_____

_____

SAMPLE SPONSORING ORGANIZATION EVALUATION FORM

Sponsoring organization: _____

Supervisor: _____

Intern name: _____

Job description of the intern: _____
_____
_____
_____
_____

Evaluate the overall performance of the intern.

Describe and evaluate the supervisor/intern meetings.

How could the intern have been better prepared for their work at your organization?

How could you have been better prepared to work with an intern?

In what ways did your involvement as an intern sponsor benefit you personally or benefit other individuals in your organization?

What problems have arisen from having an intern work with your agency? How could these be avoided in the future?

How many farmworkers would you estimate that the intern at your organization 'served'?

Additional comments:

33

SAMPLE GRIEVANCE PROCEDURE

A grievance procedure has been established to settle work-related matters that may arise during the Into the Fields summer internship. All three participating parties, that is, the student intern, his or her sponsoring agency/organization, and the campus coordinator, have a voice in the procedure. Any one of these parties may initiate the procedure if one believes there is due cause for grievances. Both the intern and the sponsoring agency personnel should first follow the established grievance procedure at the agency/organization. Parties can follow this grievance procedure when and if the agency/organization does not have a grievance procedure and/or when the party is not satisfied with the outcome of that procedure.

The steps in the grievance procedure are as follows:

1. Informal one-on-one meeting

If there is a conflict between the intern and sponsoring agency staff, the two parties should meet together on a one-on-one basis. The foundation of this step is common sense and a willingness to work out one's differences with each other. If the grievance is of a particularly personal and/or dangerous nature (i.e. sexual/verbal/physical harassment), the intern or the sponsoring agency staff are certainly encouraged to contact the campus coordinator directly for consultation at any point during the grievance procedure. Even if the conflict is not of this particular nature, you should inform the campus coordinator of the nature of the dispute and your attempt to resolve it one-on-one. The campus coordinator will give advice and recommendations to help resolve the situation at this stage. If you have a conflict with the campus coordinator, you should contact that person directly.

2. Letter to the intern/sponsoring agency/campus coordinator

If the results of the informal one-on-one meeting are not satisfactory, you should send a letter to the person with whom you have a dispute. If an intern has a grievance with someone other than their supervisor, a copy of the letter should be sent to the supervisor as well. In the letter, you should describe the grievance and how it came about in the clearest terms possible. Also note your attempts to settle the matter directly. A copy of this letter should be sent to the campus coordinator.

If you have a conflict with the campus coordinator, you should send a letter to that person. In the letter, you should describe the grievance and how it came about in the clearest terms possible. Also note your attempts to settle the matter directly. You should send a copy of that letter to the campus coordinator's advisor.

3. Meeting with intern/agency supervisor/campus committee

Within three days of receiving the letter, you should meet with supervisor of your sponsoring agency and with the person with whom you have a grievance. If you have a grievance with the supervisor at the sponsoring agency, you should meet with the campus coordinator rather than meeting with the supervisor for a second time.

If you have a conflict with the campus coordinator, you may request in writing a meeting with a representative of the campus committee and with the campus coordinator with whom you have a grievance. If you are unsatisfied with the outcome of that meeting, see step 6.

4. Letter to the campus coordinator

If you are unsatisfied with the outcome of the second meeting, you should submit a letter to the campus coordinator that includes a statement of the relevant facts, the action you disagree with, and the solution you would propose to settle the dispute. A copy of this letter should be sent to the person with whom you have a dispute.

5. Meeting with the campus coordinator

Within three days of receiving the letter, the campus coordinator will arrange a meeting with the grieving parties. At this meeting, the campus coordinator and the grieving parties will discuss the dispute. Within three days of this meeting, the campus coordinator will render a decision on the grievance and the necessary actions that should be taken. If the greivance is with the campus coordinator, then his/her campus advisor will render a decision.

6. Formal written letter to the campus coordinator's advisor

If you are dissatisfied with the decision of the campus coordinator pursuant to item #5, you have the right to appeal that decision in writing to the campus coordinator's advisor. The written appeal should contain a statement of the relevant facts, the action you disagree with, and the solution you would propose to settle the dispute. The campus coordinator advisor and campus committee will consider the appeal and make a final decision.

RELEASE AND DISMISSAL POLICY

In the event that the intern is still dissatisfied after all steps in the grievance procedure have been completed and the intern refuses or is unable to abide by the final decision, the intern may resign or be dismissed from the Into the Fields: Summer Internship and Leadership Development Program.

In the event that the sponsoring agency is still dissatisfied after all steps in the grievance procedure have been completed and the sponsoring agency refuses or is unable to abide by the final decision, the campus coordinator will attempt to transfer the intern to another placement.

SAMPLE INTERNSHIP AGREEMENT FORM

This agreement is made and entered into as of the ___ day of _____ of _____, by and between the entities stated below. All parties participating in the Into the Fields: Summer Internship and Development Program have read and agreed to the Participant Responsibilities, Grievance Procedure and Intern Workplan and will abide by these guidelines for the entire duration of the Into the Fields program.

Please attach a copy of the Intern Workplan.

The following parties have entered into this contract:

Campus Coordinator

Name _____

Address _____

_____

Signature _____

Coordinator

Sponsoring Agency/Organization

Name _____

Address _____

_____

Signature _____

Supervisor

Intern

Name _____

Address _____

_____

Signature _____

Intern

SAMPLE INTERNSHIP APPLICATION

What is SAF?

Student Action with Farmworkers (SAF) is a nonprofit organization building a network of campus-based projects focusing on farmworker issues. SAF serves students, who need assistance developing quality service-learning programs; farmworkers, one of the hardest working yet most marginalized populations in our society; as well as agencies and community groups serving farmworkers, which need greater human resources to carry out their work. SAF supports the efforts of students organizing educational, volunteer and service-learning opportunities on farmworker issues nationwide by providing technical assistance to students and faculty. The SAF-ASU chapter is a member group of SAF and is responsible for coordinating the Into the Fileds program on this campus.

What is the Into the Fields program?

The Into the Fields program is a ten-week experiential learning internship and leadership development program. Through the Into the Fields program, college students from a variety of backgrounds have an opportunity to work with farmworkers to promote greater respect and justice for the people who supply food for our tables. Interns provide much needed skills, energy and time to organizations serving farmworkers and receive a life-changing educational experience in return. During the summer, students will work in education programs, health centers, legal services offices, and other community organizations in North and South Carolina in order to expand their capacities to reach migrant and seasonal farmworkers and their families. The intern selection process is competitive.

Goals of the Into the Fields program

- To provide farmworkers and their families with greater access to existing services
- To utilize student resources to develop new farmworker related projects
- To help create a supportive environment for the efforts of farmworkers themselves to improve their status in our society
- To link college students and farmworkers in order to develop better communication, understanding and support among people of different cultures
- to share the skills and knowledge necessary for campus and community organizing
- To increase student commitment to public service and positive social change
- To lay the foundation for a strong network of college student groups working with farmworkers for greater social justice

What are the expectations of Into the Fields interns?

The following expectations must be met by all interns. If during the summer students are unable to complete any of the basic expectations, they will not be able to continue participating in the program and will not receive the post-service scholarship.

- To work 35-40 hours per week in the agency in which interns are placed
- To participate in the internship program for the entire 10 weeks
- To meet weekly with the supervisor at their sponsoring agency
- To attend the orientation, mid and final retreats
- To participate in monthly reflection meetings with interns in the same geographic area
- To keep a weekly journal reflecting on their summer experience
- To complete a documentary project (e.g., photography, creative writing, videography)
- To demonstrate proficiency in the Spanish language

Application Checklist: (submit to the Into the Fields contact on your campus by February 14)

- completed application form plus a $10.00 processing fee (make checks payable to SAF-ASU)
- include your personal statement (no more than 3 pages)
- include your resume (one page, include 2 references)
- schedule an interview with the campus contact to be held between February 14-23

Timeline

February 14	Application deadline
February 14-23	Interviews of applicants
February 28	Selection of interns finalized
March 14	Interns notify of acceptance
April 14	Interns' placements decided
April 30	Interns' raised funds due
June 2-7	Orientation
June 9	On-site work begins
June 28-30	Mid Retreat
August 5	On-site work ends
August 7-9	Final Retreat
August 10	Reception

Academic credit Interns may be able to receive credit for the summer internship. Some potential areas for credit are: Spanish, Public Health, Public Policy, Education, Religion, Sociology, Environmental Studies and Latin American Studies. Those who are interested should speak with a professor before the end of the school year about academic requirements. Interns who need additional assistance should contact the campus coordinator.

Documentary Project Each intern must complete a project which documents their summer experience and their reflections on the lives of farmworkers. Interns may do an oral history project, take photographs, write a short story or poem, produce a video, or organize a slide presentation. Interns will be provided training and technical assistance throughout the summer in order to complete their project. Final projects are used by SAF-ASU and sponsoring agencies to educate campuses and communities about farmworkers.

Finances Each student must raise half of their summer living expenses ($550); this amount will be matched by SAF-ASU ($550). Interns will use the total living expense ($1100) to pay for food, gas, electricity, water, phone, and other miscellaneous expenses accrued during the summer. SAF-ASU will pay for room and board during orientation and the retreats. Interns will be given $550 at Orientation and $550 at the Mid Retreat. SAF-ASU pays the airfares for students from farmworker families who will be flying to the Carolinas for the summer program. SAF-ASU will not be able to pay rent for interns who live at home, but will pay the entire rent costs for those interns for whom we arrange housing. We may be able to pay partial rent for interns who locate their own housing. If you locate your own housing and need rental assistance, you must submit a letter detailing this request and providing the cost of your rent by March 14. Each intern who successfully completes the internship, attends the orientation, retreats and reception, and who is returning to school for the next full academic year will be awarded a $1,000 post-service educational award at the Reception; interns returning to school for only one semester will receive a $500 post-service award. Eligibility for the post-service award will be determined by the graduation date indicated on the application.

Location/Housing Interns will live and work in rural, agricultural areas of North or South Carolina. In most cases, SAF-ASU will arrange summer housing. Interns' living conditions will be basic. Some interns will not have air conditioning and will live in co-ed housing. Many interns must share bedrooms and live in small groups, but some may be placed alone or in pairs with families in the community.

Travel Because interns will be in rural areas, they will drive long distances to work, as well as during work. Interns may live as far as 35 miles from their work-site and will drive even farther to visit farmworkers who live in isolated areas. We will attempt to place interns without cars with interns that have access to a car. Some agencies reimburse interns for mileage. If interns live at home or must live in a specific geographic area, their placement opportunities will be limited. Interns are responsible for travel expenses incurred for traveling to orientation, retreats and the reception.

I. Personal Information

Name: _____

Address (current): _____

_____

City: _____ State: _____

Zip: _____ Address until: _____ month _____ day

Phone (current): _____

Address (permanent): _____

_____

City: _____ State: _____

Zip: _____ Address until: _____ month _____ day

Phone (permanent): _____

When is the best time to reach you?

Days: _____ Time: _____

Social Security # (optional): _____

Sex: _____ F _____ M Date of birth: _____

Ethnic background (optional): _____

2. Education

College/University: _____

Month & Year of Graduation: _____

Year in School: _____

Degree expected or obtained: _____

Major(s): _____

3. Personal Assets and Skills

Acceptance may depend on your Spanish skills.
Please check all that apply to you:

___ driver's license

___ use of a car for the summer

___ computer skills _____

___ documentary experience

___ creative writing, ___ photography, ___ video, ___ other

___ member of current or former farmworker family

___ Spanish speaker (you may be asked questions in Spanish during your interview)

__ beginner (understand and speak a little)

__ intermediate (understand one-on-one conversations)

__ advanced (understand & speak one-on-one and in groups, comfortable in more than one tense)

__ fluent (can speak in present, past, future & compound tenses, comfortable in groups)

__ native speaker (Spanish is your first language)

___ other languages (specify language and level)

_____

___ teaching experience (specify subject and level)

_____

___ willing to live in co-ed housing

___ work best independently, need little structure

___ work best in a structured environment

4. Personal Statement

On a separate page, please address the following points (use no more than 3 typed pages):

* your interest in working with farmworkers
* your interest in a specific placement and the particular program at that placement
* your personal goals for the summer

5. Resume

Please enclose a one-page typed personal resume listing your academic, work and volunteer experience, as well as the names, addresses, and phone numbers of 2 references.

6. Placement Preferences

Please check three placements in which you are interested and would be willing to work. If you are particularly interested in one placement, elaborate on your personal statement. Placement opportunities and the specific work you do will be dependent upon your knowledge of Spanish.

___ Community organizing groups support farmworkers as they initiate change in their own lives. Interns may be involved in activities such as planning a farmworker festival, collecting signatures for petitions, providing outreach to labor camps, training farmworkers about migrant housing or occupational health and safety issues, or teaching driver's education to farmworkers.

___ Immigration assistance agencies educate farmworkers and other immigrants about immigration laws. Interns will train farmworkers about legal issues relevant to them, assist applicants in filling out immigration forms, and do follow-up with farmworkers who apply for legal residency in the United States.

___ Legal services programs provide free legal assistance to farmworkers and provide education, outreach, and advocacy on issues such as wage problems, immigration, pesticide hazards, and housing conditions. Interns will perform outreach to camps, present trainings for farmworkers concerning their legal rights, document and report problems, and do follow-up with clients.

___ Migrant education programs provide supplementary education in public schools for migrant children who face many interruptions in their schooling. Interns will teach English as a Second Language, assist teachers in classrooms, or lead special classes in art, PE, or computers. Most interns who work in the summer school programs will also work with the school retention and theater project for migrant youth ages 12-20 called Project LEVANTE.

___ Migrant Head Start serves children of farmworkers ages six weeks to five years. Interns will work as classroom aides, assist with the coordination of parent meetings, or aid nurses in tending to the health needs of the children. Head Start is a day care-like setting.

___ Migrant health centers or health departments address the health needs of the farmworker population. Interns will educate farmworkers about pesticides, prenatal care, AIDS and other infectious diseases. Interns may also translate, teach driver's education to farmworkers, coordinate recreation programs, transport farmworkers to clinics, organize health fairs, or work with substance abuse programs.

___ N.C. Department of Labor, Agricultural Safety and Health division, is designated to provide safe housing and working conditions for migrant farmworkers. Interns will assist in investigating field sanitation and housing conditions, distributing educational and health materials to farmworkers and collaborating on other activities.

___ Spanish-language newspaper publishes local, national and international news for the Spanish-speaking population of North Carolina. Interns will assist with writing news stories and short features articles in Spanish, taking photographs and provide support for other areas of newspaper production.

7. Geographic Location

If you must be placed in a specific geographic area for reasons such as year-long leases or living arrangements with family, attach a separate page explaining where and why you must be placed there. We will try to meet your needs, but because of limited agencies, we cannot promise to place you in a specific area. When making placements, the applicant's interests and skills take precedence over geographic requests.

Application Checklist (Submit to the Into the Fields contact on your campus by February 14)

- √ completed application form plus a $10.00 processing fee
- √ personal statement (no more than 3 pages)
- √ resume (no more than one page, include 2 references)
- √ schedule an interview to be held between February 14-23 with the campus contact

SAF does not discriminate in its selection process on the basis of race, religion, national origin, sexual orientation, sex or disability.

SAMPLE EMERGENCY MEDICAL INFORMATION FORM

Note: All information is confidential and will be used only in an emergency.

Personal Data

Full name: _____

Address (permanent): _____

Phone (permanent): _____

_____

Birth date: _____ SS#: _____

Doctor's Name/Student Health Clinic

Name: _____

City: _____

Phone: _____

Health Insurance Provider

Name: _____

City: _____

Policy #: _____

Person to Contact in Case of an Emergency

Name: _____

Relationship: _____

Daytime phone: _____

Evening phone: _____

Address: _____

Health Information

Date of last tetanus booster: _____

Blood type: _____

Check all that apply to you. Elaborate if more information could maximize your safety and well-being. In case of emergency, this may be the only source of accurate information.

___ Nervous or mental dis. rder
(epilepsy, emotional stress, convulsion)

___ Lung condition
(asthma, persistent cough, tuberculosis)

___ Heart condition or high blood pressure

___ Pain in chest or shortness of breath
(heart murmur, history of rheumatic fever)

___ Stomach or intestinal condition
(ulcers, gall bladder, liver disorder, hernia, colitis)

___ Arthritis

___ Diabetes

___ Kidney or bladder condition

___ Hay fever or allergies

___ Allergies to medicines or food
(specify) _____

___ Impaired sight or hearing, chronic ear infections

___ Recent (last three years) surgical operations, accidents, injuries

___ Any infectious condition

___ Skin condition

___ Chemical dependency

___ Eating disorder

___ Currently taking medicines (list names and doses)
_____

___ Under on-going care of a physician or psychiatrist for chronic or recurring problem

___ Significant orthopedic and/or neuromuscular impairment (loss of limb, spinal cord injury)

___ Painful menstruation/irregular periods

___ Dietary restrictions (vegetarian, kosher, etc.): _____
_____

___ Wear glasses or contact lenses (specify): _____

I hereby certify that the information given above is correct and complete. In case of medical emergency, I understand that every effort will be made to contact the person(s) designated above. In the event that the person cannot be reached, or time does not permit, I hereby give permission to a licensed physician, nurse, or other trained professional to provide appropriate emergency treatment (hospitalization, immunization, anesthesia, surgery).

Signature _____

Date _____

SAMPLE PER DIEM

If you identify interns' summer living expenses as per diems (e.g., reimbursements for living expenses), instead of wages or stipends, then the interns will not have to pay taxes on this money. If you give summer interns wages or stipends, they must pay takes on the total amount given.

I, _____, certify that I will be serving as a volunteer placed by Student Action with Farmworkers-MFU Chapter Into the Fields program for the period May 26–July 30. I understand that I am a volunteer and not an employee of any organization, and funds provided to me by Student Action with Farmworkers-MFU are reimbursements to defray the costs of actual expenses (food, transportation, electricity, phone, water, incidentals) incurred while serving as a volunteer.

I have received an advance on my expenses of $550. This represents a per diem of $16.67 per day for the first 33 days of my internship (May 26-June 27).

Name _____

Signature _____

Date _____

SAMPLE WAIVER OF LIABILITY FORM

I, _____, am participating in the Student Action with Farmworkers-CSU Chapter Into the Fields Summer Internship and Leadership Development Program from May 26 through July 30. I understand that I will be assigned to work with migrant and seasonal farmworkers and their families through one or more agencies. I will be participating in certain activities with or at the direction of the staff of my assigned agency. I understand that it may be necessary to travel frequently to migrant labor camps and other remote sites. I agree to conduct myself in conformity with the mission and policies of SAF-CSU and the mission, policies, procedures and priorities of my assigned agency. If SAF-CSU policies and agency policies conflict, I will meet with SAF-CSU and agency staff to discuss the discrepancies between the two policies.

In consideration of the educational experience gained from my participation in this program and recognizing that I have undertaken this project voluntarily and of my own volition, I assume whatever risks to myself and others which may ensue from my actions or the actions of others. I therefore waive any claim, right, or cause of action of any kind whatsoever which may or could accrue against the SAF chapter or SAF nonprofit organization employees or agents from any liabilities, claims, damages or losses stemming from injury to person or property that arise from or in any way relates to my participation in the SAF-CSU Into the Fields program.

I have carefully read this waiver, fully understand its contents, voluntarily sign it, and realize that it will bind me, my heirs, and my personal representative.

Signature _____

Date _____

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SAMPLE ORIENTATION SPEAKER INVITATION LETTER

Date

Dear Ms. Speaker:

The Bynum State University Chapter of Student Action with Farmworkers (SAF) would again like to invite you to join us at our initial orientation for our 30 Into the Fields summer interns. The orientation will be held at the YMCA Blue Ridge Assembly in Black Mountain, North Carolina, near Asheville. It will begin Sunday evening, May 26 and will end Friday, May 31.

We would like for you to join us to speak with the interns about setting their "service and learning goals" for the summer. We would like for you to speak on Tuesday, May 28 from 9:30 - 10:45 am.

We would also like for you to coordinate a workshop Wednesday, May 29 at 5:00 pm, which focuses on how the interns can integrate writing into their summer experience for their summer documentary project. A documentary photographer will present the photography component of this workshop.

We are asking speakers to donate their time and mileage in support of our work. Because traveling to the orientation may be time consuming for you, we would like to invite you to spend the night with us before or after your speaking engagement and/or join us for meals during your stay.

Please contact us at 919-660-3652 as soon as possible if you are not able to be a presenter at our orientation or not able to present at the time requested. If you are able to join us, we will send you directions to the orientation site and further details in early May. Thank you for your continued support of our training of future farmworker advocates.

Cordially,

Name

Student Coordinator

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SAMPLE ORIENTATION AGENDA

Monday, May 27

9:30-10:15	Welcome, Overview of SAF & Review Agenda
10:30-11:15	Summer Expectations & Responsibilities, Intern/Sponsor Relationships Role Plays
11:30-12:15	Slides: Who are America's Farmworkers?, "Overview of agriculture, farmworker demographics and farm worker organizations"
12:30-1:15	Lunch (Sit with your site groups)
1:15-2:00	"Sharecropping, Small Farmers and Agribusiness: The complexities of the agricultural economy", Film: *From the Mountains to the Maquiladoras*
2:00-3:45	Films: *Legacy of Shame* & *Harvest of Shame* "Historical Perspective of Agriculture in NC"
3:45-5:15	Recreation/Free Time
5:15-6:00	"Media Coverage of Farmworkers"
6:00-6:45	Dinner with local farmworkers
7:00-8:15	Panel of local farmworkers, "Farmworker Life"
8:15-9:00	Reflection on the day

Tuesday, May 28

9:30-10:45	"Setting learning & service goals"
11:00-12:15	"Latin American & U.S. Relations Affecting Farmwork"
12:30-1:15	Lunch
1:30-3:15	Recreation/Free Time
3:30-4:30	"Community and Labor Organizing"
4:45-5:45	"Laying Down the Law: Defining the legal rights of farmworkers"
6:00-6:45	Dinner
7:00-8:15	"Visions of a Land of Plenty: Immigration Issues Affecting Farmwork"
8:15-9:00	Reflection on the day

Wednesday, May 29

9:30-10:45	"Occupational Health & Safety Issues Related to Farmwork"
11:00-12:15	"Pesticide Usage in Agricultural Work"
12:30-1:15	Lunch
1:15-2:15	Films: *Aqui Se Puede & No Grapes*
2:15-4:00	Recreation/Free time
4:15-5:00	"Images Brought to the Public: Documenting the Lives of Farmworkers" Film: *Listening to Children with Robert Coles* Photos by migrant farmworker children and Wendy Ewald
5:00-6:00	"Documenting the Lives of Farmworkers through Writing & Photography"
6:00-6:45	Dinner (optional Spanish conversation tables)
7:00-7:45	Reflecting on your summer experience
7:45-8:30	Reflection on the day

Thursday, May 30

9:30-12:15	"Serving Migrant Students in Summer Programs"
12:30-1:15	Lunch
1:30-2:45	"Assisting Second Language Learners in the Migrant Summer Classroom"
3:00-5:45	Visit a local farm
6:00-6:45	Dinner
7:00-8:00	Reflection on the week

Friday, May 31

10:00-12:00	Q & A, Announcements, Check-Out

SAMPLE RETREAT AGENDAS

Plan group recreational or fun activities during free time and in the evenings.

Mid-Retreat

Friday, June 28

6:45-7:15	Arrival and Announcements
7:15-8:15	Reflection Exercise, "I didn't know what to do when..."
8:15-9:15	Reflection Exercise, "I am most proud of..."

Saturday, June 29

9:30-10:30	Latin American Coalition, "Who are the Latin Americans in North Carolina?"
10:30-12:30	Film & Discussion: *You Got To Move: Stories of Change in the South*
12:30-1:30	Lunch Discussion, "How are the needs of farm workers determined by your agency?"
1:30-2:00	Journal Exchange
2:00-3:30	Site Group Reports, "Who are farmworkers in your local region?"
3:45-6:00	Free Time
6:00-6:45	Dinner (Spanish language tables)

Sunday, June 30

10:00-12:00	Evaluation, Announcements, Check-out & Departure

Final Retreat

Sunday, July 28

3:00-4:15	Write a letter to the intern who will be working in your agency next summer. Explain to them how to be best prepared for their work, what frustrations they might encounter, what project at your agency you wish you would have been more involved with. We will give a copy to next year's intern.
4:15-5:15	Has the way you think about poverty, discrimination and injustice changed over the course of the summer?
5:15-6:00	Campus activism panel & discussion
6:00-7:00	Dinner
7:00-8:00	Site Group Presentations, "Campus Action Plans"

Monday, July 29

9:30-10:15	Exploring Alternative Careers
10:15-12:00	Documentary Project Reports
12:00-12:45	Lunch
12:45-1:30	Documentary Project Reports continued
1:30-6:00	Free Time (beach)
6:15-7:15	Dinner (meet at local restaurant)
7:15-8:15	What, overall, do you feel you accomplished this summer? How do you feel about yourself and your abilities now that you've completed the internship? Have your goals for the next year and/or your life changed and in what ways?

Tuesday, July 30

10:00-12:00	Evaluation, Announcements, Check-out & Departure

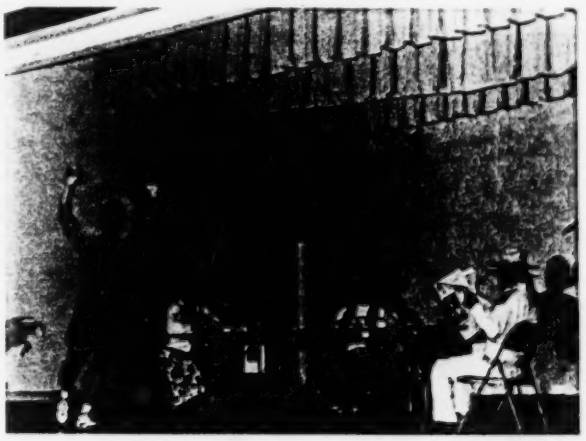

PHOTO BY CHRIS SIMS

SAMPLE RETREAT EVALUATION FORM

Please rate the following sessions on a scale from 1-4, with 4 being the best rating OR write comments about the effectiveness and appropriateness of each session.

_____ Reflection Exercise, "I didn't know what to do when..."

_____ Reflection Exercise, "I am most proud of..."

_____ Latin American Coalition, "Who are the Latin Americans in North Carolina?"

_____ Film & Discussion: You Got to Move: Stories of Change in the South

_____ "How are the needs of farmworkers determined by your agency?"

_____ Journal Exchange

_____ Site Group Reports

PHOTO BY CHRIS SIMS

Please respond to the following questions.

- In what ways did the retreat meet and/or not meet your expectations?

- In what ways could this retreat be improved?

- What were the strong points of the retreat?

SAMPLE INTERN FINAL EVALUATION FORM

Intern name:

Sponsoring organization:

Supervisor(s):

Pre-Internship Process

1. Did the campus coordinator have enough information about the Into the Fields program?

2. How could the application and the internship placement process be improved?

3. How could you have been better prepared for your internship (before and during orientation)?

4. How could your agency have been better prepared for you?

Summer Experience

1. Do you think interns should be placed at your organization next year? Explain.

2. Did you have enough opportunities to reflect on your experience this summer? Do you have suggestions about how journals, site group meetings, or the retreats could be improved?

3. Would you recommend that interns live in your housing again next summer? Do you have other housing suggestions?

4. Did you have adequate contact with the campus coordinator (through memos, phone, at retreats and site visits)? Explain.

5. How many farmworkers would you estimate that you assisted during the course of the summer?

6. Additional comments about how to improve the overall Into the Fields program.

PHOTO BY JEFF WHETSTONE

SAMPLE PUBLICITY RELEASE FORM

I understand that by participating in the Into the Fields Summer Internship and Leadership Development Program, I am also giving my permission to the BSU Chapter of Student Action with Farmworkers to use photographs of myself in their newsletters, brochures, mailings, annual reports, and any other publicity materials. Photographs taken during orientation, the retreats, at my sponsoring agency, as well as at other times may be used without my permission. By signing this form, I waive all rights I have in regards to having my likeness reproduced in the manners herein described.

Likewise, I grant to SAF-BSU the right to reproduce in their newsletters, brochures, mailings, annual reports, and other mailings any writing and /or photograph(s) that I submit to SAF-BSU during the course of or in connection with the summer internship. If SAF-BSU chooses to publish my work in their newsletters, brochures, mailings, annual reports, and any other publicity materials, they have the right to crop and otherwise alter and edit the photograph(s) and/or writing, as SAF-BSU deems appropriate, to fit in the space available or to enhance the function or effectiveness of the photograph(s) and/or writing.

Signature _____

Date _____

Addendum:

SECTION V

SAMPLE FUNDRAISING LETTER

Date

Dear Friend:

We write to you as a group of students from the University of North Carolina at Chapel Hill. We want to share with you an exciting initiative which, with your help, can change the lives of college students and migrant and seasonal farmworker families right here in North Carolina.

Student Action with Farmworkers is a Durham based non-profit organization created with this mission: "to bring students and farmworkers together to learn about each other's lives, share resources and skills, improve conditions for farmworkers and build diverse coalitions working for social change." The University of North Carolina at Chapel Hill is a chapter of Student Action with Farmworkers and has developed a the Into the Fields: Summer Internship and Leadership Development Program.

Last summer, Into the Fields interns taught migrant children in summer school classes, led pesticide education classes in labor camps, encouraged farmworker children to stay in school, and organized a health fair for over two hundred farmworkers.

This summer, we will continue this tradition by working with different kinds of programs according to our experiences and interests: programs like Migrant Head Start Programs, English as a Second Language, health clinics, legal services centers, migrant education summer programs and community organizing projects. The summer program will also incorporate many valuable educational components including opportunities for guided reflection and strong student leadership development with "hands-on service."

We need your support to make the Into the Fields: Summer Internship and Leadership Development Program possible. Unfortunately, many students are unable to participate in summer internships like this because we must contribute to the costs of our education. Those of us on financial aid could not even consider such a program without some type of scholarship assistance or living expense stipend. The non-profit agencies where we work cannot afford to pay student interns. Into the Fields interns must raise funds to cover our living expenses for the summer.

As students, we want to commit ourselves by devoting our energy to social justice right here in North Carolina. We are relying on the generosity of congregations, small businesses and individuals for financial support to make our participation in this internship possible. We hope that you can make a donation to support our work!

Thank you very much for your help.

Sincerely,

Name

Summer Intern

Addendum:

SECTION VI

SAF PUBLICATIONS & MATERIALS

College Choices Guide/Guia de Elecciones de Universidades **Free**
Compiled by Student Action with Farmworkers.
Bilingual guide containing information about scholarships, college requirements, and necessary college preparation classes for migrant students in North Carolina.

Forged Under the Sun/Forjada Bajo el Sol: The Life of Maria Elena Lucas **$20.00**
Edited by Fran Leeper Buss.
Oral history of Maria Elena Lucas's life and political struggle as a farmworker, grassroots organizer and advocate for farmworkers.

Into the Fields: Mobilizing Students to Work With Farmworkers on Campus & in Communities **$15.00**
by Alejandra Okie & Melinda Wiggins
Step-by-step suggestions for coordinating educational events about farmworkers on your campus and information about starting an internship or other volunteer project working with farmworkers, including recruitment, site development, intern preparation, and fundraising. Appendices include sample program materials and a national directory of farmworker organizations seeking volunteers.

Life's Learnings: Education with Three Mexican Families in North Carolina **$2.00**
Prepared by Sarah Carroll. 34 pp.
Oral history of three former migrant families who have settled in North Carolina. An emphasis is placed on the educational experiences of family members, both in Mexico and the U.S.

Notecards and Envelopes **$12.00**
Photos by Jeff Whetstone and Chris Johnson, former SAF interns.
10 notecards of either a farmworker family working in the cucumber fields of North Carolina or of Christmas tree farms in the mountains of North Carolina.

Student Action with Farmworkers (SAF)/ Farmworkers Feed the World T-Shirts **$14.00**
100% Cotton Fruit of the Loom natural color t-shirts

Please send me the following materials:

_____ College Choices Guide/Guia de Elecciones de Universidad

_____ Forged Under the Sun/Forjada Bajo el Sol

_____ Into the Fields

_____ Life's Learnings

_____ Notecards (_____ Farmworker family or _____ Christmas trees)

_____ SAF/ Farmworkers Feed the World T-shirt (_____ M, _____ L, _____ XL)

$_____ Subtotal

$2.75 Postage & handling fee

$_____ Total amount due

Send check or money order to:
SAF, P.O. Box 90803, Durham, NC 27708

For more information about SAF contact:
919-660-3652 phone, 919-681-7600 fax
http://www.appalachian.com/saf/

Send materials to:

Name: _____

Address: _____

_____

Phone: _____

SAF RESOURCE LIBRARY

Students and faculty may borrow any of the books, manuals, booklets, articles, or videos in the SAF Resource Library for a maximum of 3 weeks. To borrow an item call the SAF office at 919-660-3652 to check availability of the item you wish to borrow.

Items which may be checked out are listed on pp. 53–56.

I would like to borrow the following resources from SAF's library:

_____

_____

_____

_____

_____

_____

Please indicate the number of each type of item you are borrowing. The costs cover postage and handling fees. You are also responsible for mailing costs to send the item(s) back to SAF.

_____ Article Packets $2.00

_____ Booklets $3.00

_____ Manuals/Books $5.00

_____ Videos $3.00

$ _____ Total amount due

Send check or money order to:
Student Action with Farmworkers (SAF)
P.O. Box 90803, Durham, NC 27708

For more information about SAF, contact
919-660-3652 phone, 919-681-7600 fax
http://www.appalachian.com/saf/

Send materials to:

Name:_____

Driver's License # or Social Security #: _____

_____

Campus/Organization: _____

_____

Address:_____

_____

Phone (h): _____ (o) _____

SAF RESOURCE LIBRARY

Video

"Aqui Se Puede: Farmworkers in Washington State"
A:1.10 1991 video

"Boycott for Justice in the Fields"
B:2.10 video

"College Me"
SAF
C:3.10 1994 video

"Constancia's Choice"
C:3.25 video

"Cultural Values of the Mexican-American Farmworker"
Texas Migrant Interstate Program
C:3.30 1991 video 10 minutes

"Dirty Business: Food Exports to the United States"
Migrant Media Productions
D:4.10 1990 video 15 minutes

"Farmworkers' Contributions to Agriculture"
Texas Migrant Interstate Program
F:6.10 1990 video 12 minutes

"Fields of Dignity"
Texas Migrant Interstate Program
F:6.20 1991 video 28 minutes

"From the Mountains to the Maquiladoras"
Tennessee Industrial Renewal Network
F:6.30 video 25 minutes

"Frontline: migrant workers, Cuban drug connection"
F:6.40 video

Klein, Kim
"Grassroots Fundraising"
N.C. Center for Nonprofits
G:7.10 1992 video

"Legacy of Shame"
CBS
L:12.10 1995 video 40 minutes

Wagner, Stephanie
"Moving with Chuchi"
SAF
M:13.10 Video

"No Grapes"
United Farm Workers of America
N:14.10 video 14 minutes

"Orange Juice Man, 60 Minutes"
O:15.10 1993 video

"Photographic Documentary"
Florida Farmworker Association
P:16.10 1993 video

"1.Plantation Legislature; 2.Migrant Lay Health Advisors: A Strategy for Health Promotion"
P:16.15 1987 video

"Season of the Migrants"
Catholic Communications Network
S:19.20 video

"Slavery in the 20th Century"
Turning Point
S:19.30 video

Education

Dik, David
A Study of Informal Out of School Programs with Migrant Children
101.00 1970 Education

"Action Ideas- Grade Retention: An Overview"
Interstate Migrant Secondary Team Project
103.00 1988 Education

"Barrio Teacher"
104.00 Education

Etheridge, Bob
"Chapter 1 & Migrant Education in North Carolina"
North Carolina Department of Public Instruction
109.00 1989-90 Education

"Child Day Care Facilites"
North Carolina Department of Human Resources
111.00 Education

"Directory of Florida Contacts for Florida Homebased Migrant Students"
Escort
115.00 1995 Education

"Directory of Migrant Education Programs In Florida"
Escort
117.00 1992 Education

Diaz, Joseph
"The Effects of Migration on Children"
119.00 Education

"El Horizonte Se Amplia"
Northern Virginia Community College
123.00 Education

"Exemplary Migrant Students"
Texas Annual Migrant Conference
127.00 1990 Education

Lewis, Marjorie
"Guidebook: Children's Demonstration School"
BOCES Geneseo Migrant Center
131.00 1980 Education

DeMay, Fred
"Guidebook: Outdoor Learning Experience"
BOCES Geneseo Migrant Center
131.10 1980 Education

Demay, Mona Smith
"Guidebook: Weekend Program"
BOCES Geneseo Migrant Center
131.20 Education

"Happy Birthday Rosita!"
132.00 Education

"Harvesting the Harvesters Book 1: American Nomads, Notes on the Nature and Needs of America's Migrant Children"
Mentor
133.01 Education

"Harvesting the Harvesters Book 2: Educating the Uprooted , A National Commitment"
Mentor
133.02 Education

"Harvesting the Harvesters Book 3: A Migrant Educator's Resource Kit, Where to Find the Help You Need"
Mentor
133.03 Education

"Harvesting the Harvesters Book 4: The Family Support System, Education in its Broadest Context"
Mentor
133.04 Education

"Harvesting the Harvesters Book 5: Class Acts, Instructional Strategies and Classroom Materials That Work"
Mentor
133.05 Education

"Harvesting the Harvesters Book 6: Language Arts, The Intricate Interplay of Reading, Writing and Speech"
Mentor
133.06 Education

"Harvesting the Harvesters Book 7: Music for the Mind, Mostly Mathematics, Mixed with Other Matters"
Mentor
133.07 Education

"Harvesting the Harvesters Book 8: Neediest of the Needy, Special Education for Migrants"
Mentor
133.08 Education

"Harvesting the Harvesters Book 9: Dream Into Reality, Career Education in a Changing Economy"
Mentor
133.09 Education

"Harvesting the Harvesters Book 10: Cooling Down the Melting Pot, Bilingualism and Multiculturalism"
Mentor
133.10 Education

"Help! They Don't Speak English Starter Kit"
134.00 1993 Education

Austin, Alexander
"Higher Education and the Future of Democracy"
135.00 Education

Maugano, James
"Improving Migrant Students' Academic Achievement through Self-Concept Enhancement"
137.00 Education

"Invisible Children: A Portrait of Migrant Education in the United States"
National Commission on Migrant Children
139.00 1992 Education

Velasquez, Gloria
"Juanita Fights the School Board"
141.00 Education

"Junior High Migrant Counselor's Handbook"
Texas Migrant Interstate Program
143.00 1990 Education

"Latino Cultural Competency Training"
ASTHO Latino Cultural Competency Advisory Board
145.00 1993 Education

"Literacy Impact Organizing Handbook"
Student Coalition for Action in Literacy Education
147.00 Education

"Migrant Educators' National Training Outreach: Correspondence Courses for College Credit in Migrant Ed."
Mentor
149.00 Education

Teitelbaum, Ruth
"Migrant Aid Handbook"
150.00 Education

"Migrant Aid Tutoring"
Madison House
151.00 Education

Corrie, Carolyn
"Migrant Children's Education and College Student Volunteerism"
151.05 Education

Willard, Jennifer
"Migrant Head Start Health Education, Tri-County Coummunity Health Center: A Teaching Manual"
152.00 Education

"Mobilizing Student Leaders in Literacy: Unlocking the Power of Student Potential"
SCALE
153.00 1992 Education

"National Coordination Forum"
Migrant Education and Migrant Head Start
154.00 1993 Education

Johnson, Leon
"National Identification & Recruitment: Recruiter's Guide to Recruiting Migrant Students"
Pennsylvania Dept of Education
159.00 Education

"National Migrant Summer School Directory"
Eastern,Central,Western Stream Program Coordination Centers
161.00 Education

"One On One: A Guide for Establishing Mentor Programs"
U.S. Department of Education
163.00 Education

"Options and Resources: Achieving Credit Accrual for Secondary-aged Migrant Youth"
National Program for Secondary Credit Exchange and Accrual
165.00 Education

"Play on Paper: A Funbook for Preparing to Read and Write"
US Dept. of Education
167.00 1995 Education

"Program for Migrant Children's Education: A State Profile"
North Carolina Dept. of Public Instruction
169.00 Education

"Read Write Now-Activities for Reading and Writing Fun"
U.S. Dept. of Education
167.00 1995 Education

"Resource Guide for Secondary Migrant Educators"
National Program for Secondary Credit Exchange and Accrual
171.00 Education

"Rethinking Migrant Education"
National Assoc. of State Directors of Migrant Education
173.00 1992 Education

Rathmann, Peggy
"Ruby, Mono Ve, Mono Hace"
174.00 1995 Education

"Texas Migrant Education Program Directory"
Texas Migrant Interstate Program
175.00 1994 Education

Health

"Access to Health Care by Limited English Proficient Populations in GA"
Division of Public Health, GA. Dept. of Resources
201.00 1994 Health

"An Assessment of Health Service Needs for the Hispanic/Latino Community in North Carolina"
Office of Minority Health, NC Dept. of Env, Health and Natural Resources
203.00 1993 Health

"The Development and Management of Ambulatory Care Programs"
US Dept. of Health and Human Services
209.00 1991 Health

"Farmworkers and HIV"
213.00 1992 Health

"Farmworker Nutrition Education Resource Guide"
Association of Farmworker Oppurtunity Programs
215.00 1993 Health

"HIV/AIDS: A Growing Crisis Among Migrant and Seasonal Farmworker Families"
National Commission to Prevent Infant Mortality
217.00 1993 Health

"Infant Mortality Monitor"
NC Governor's Commission on Reduction of Infant Mortality
218.00 1995 Health

"MESA Environmental Health Resource Manual"
Rural Community Assistance Program
219.00 1992 Health

"Migrant Health Centers Referral Directory"
US Dept of Health and Human Services
223.00 Health

"A Report on the Status of Migrant Health In NC"
NC Primary Health Care Association
227.00 1991 Health

"Migrant and Seasonal Farmworker Health Objectives for the year 2000"
National Migrant Resource Program, Inc
229.00 1990 Health

"Migrant Health Folder: Health Objectives and A Strategy for Reaching Migrant and Seasonal Farmworkers"
231.00 Health

"Migrant Health Program: An Atlas of State Profiles"
233.00 1990 Health

"Novela Health Catalogue"
234.00 1996 Health

"Our Babies, Our Future"
Final Report, Governor's Commission on Reduction of Infant Mortality
237.00 1995 Health

"Pesticide Safety for Farmworkers"
EPA
239.00 1985 Health

"Pesticide Safety for Non-Certified Mixers, Loaders and Applicators"
EPA
241.00 1986 Health

"PHARMS (partners against hazards and ag. risks to migrant and seasonal farmworkers) Reports"
243.00 Health

"A Preceptor Manual for Commissioned Officer Student Training"
US Public Health Service
245.00 1989 Health

"Proceedings of the 1994 Migrant Stream Forums
247.00 1994 Health

"Under the Weather: Farmworker Health"
250.00 1993 Health

Farmworker Info & Services

Hernandez, Irene Beltran
"Across the Great River"
300.10 1991 Farmworker Info & Services

"After the Harvest: The Plight of Older Farmworkers"
American Association of Retired Persons
301.00 Farmworker Info & Services

"Common Ground. I Wanna See My People Free"
303.00 1993 Farmworker Info & Services

"Developing a Farmworker Disaster Plan"
Assoc. of Farmworker Opportunity Programs
305.00 Farmworker Info & Services

Bunski, Nancy
"Earth Angels"
314.00 Farmworker Info & Services

"Farmworker Women Speak Out"
Farmworker Justice Fund, Inc.
315.00 Farmworker Info & Services

Rowe, Sheila
"A Field Guide to Migrant Services"
North Carolina Farmworker Coordinating Committe/Telamon
317.00 1994 Farmworker Info & Services

Lucas, Maria Elena
"Forged Under the Sun/Forjada Bajo el Sol: The Life of Maria Elena Lucas"
317.01 1996 Farmworker Info & Services

" Into the Fields: A Report on Migrant and Seasonal Farmworkers in Minnesota"
University of Minnesota Migrant Project
317.20 Farmworker Info & Services

Anzaldua, Gloria
"Friends From the Other Side/Amigos Del Otro Lado"
317.02 Farmworker Info & Services

Carroll, Sarah
"Life's Learnings: Education With Three Mexican Families in North Carolina"
318.00 1991 Farmworker Info & Services

"Maps of Farmworker Camps in North Carolina"
Telamon Corporation
318.01 1988 Farmworker Info & Services

Zambrano, Myrna
"Mejor Sola Que Mal Acompanada"
318.05 Farmworker Info & Services

"Migrant and Farmer Services-South Carolina"
South Carolina Migrant Farm Workers Commission
319.00 1991 Farmworker Info & Services

Garrett, Patricia
"Migrant and Seasonal Farmworkers in North Carolina"
North Carolina Primary Health Care Assoc.
321.00 1988 Farmworker Info & Services

"Migrant Farmworkers in the United States
Commission on Security and Cooperation in Europe
323.00 1993 Farmworker Info & Services

"Migrant Summer"
Center for Documentary Studies
324.00 1991 Farmworker Info & Services

"Migrants in Georgia, an Overlooked Population"
Georgia Poverty Journal
317.10 Farmworker Info & Services

"NC Drivers Manual-Espanol"
326.00 Farmworker Info & Services

Judson, Horace
Reflections of a Former Migrant
326.10 1978 Farmworker Info & Services

"South Carolina Migrant Farmworker Resource Directory"
Revised by SAF Interns
Heavin Bortz and Tina Pope
327.00 1995 Farmworker Info & Services

Light, Ken, photographs
"To The Promised Land"
Aperture Foundation, Inc.
327.05 1988 Farmworker Info & Services

Atkin, S.Beth
"Voices From the Fields: Children of Migrant Farmworkers Tell Their Stories"
Little, Brown and Company
328.00 1993 Farmworker Info & Services

Rivera, Maria
"Western N.C. Social Service Resources"
329.00 1995 Farmworker Info & Services

Photographs by Ken Light, Paul DePerna
"With These Hands"
The Pilgrim Press
331.00 1986 Farmworker Info & Services

Rivera, Tomas
"Y No Se Lo Traigo la Tierra"
Arte Publico Press
333.00 1992 Farmworker Info & Services

Immigration

"Changing Relations: Newcomers and Established Residents in US Communities"
National Board of the Changing Relations Project
351.00 Immigration

"Central America: Conditions Creating Refugees and US Asylum Seekers"
United States General Accounting Office
353.00 Immigration

"Central America: Conditions of Guatemalan Refugees and Displaced Persons"
United States General Accounting Office
353.01 1989 Immigration

"Foreign Farm Workers in U.S."
United States General Accounting Office
357.00 1992 Immigration

"The H-2A Program"
United States General Accounting Office
355.00 1988 Immigration

"Immigration Reform: Employer Sanctions and the Question of Discrimination"
United States General Accounting Office
359.00 1990 Immigration

"Immigration Reform: Potential Impact on West Coast Farm Labor"
United States General Accounting Office
359.01 1990 Immigration

"Immigration Reform: Status of Implementing Employer Sanctions After Second Year"
United States General Accounting Office
359.02 1988 Immigration

"Keeping Our Doors Open: A Pro-Immigrant Response"
United States Catholic Conference
361.00 1993 Immigration

"Refugees and U.S. Asylum Seekers from Central America"
United States General Accounting Office
363.00 1989 Immigration

Agriculture

"Agriculture At Risk: A Report To the Nation"
Agricultural Occupational and Environmental Health
401.00 Agriculture

"California Findings From the National Agricultural Workers Survey"
U.S. Department of Labor
403.00 1993 Agriculture

"Commission on Agricultural Workers"
405.00 1989 '93 Agriculture

Krebs, A.V.
"The Corporate Reapers: The Book of Agribusiness"
409.00 Agriculture

"Findings from the National Agricultural Workers Survey"
U.S. Dept. of Labor
411.00 1989 Agriculture

"North Carolina 1991 Agricultural Statistics"
N.C. Agriculture Statistics Division
413.01 Agriculture

"Report of the Commission of Agricultural Workers"
Commission of Agricultural Workers
415.00 1992 Agriculture

Legal & Social Services

"Annual Statistical Report"
North Carolina Division of Social Services
451.20 1995 Legal and Social Services

Sugarman, Jim
"Field Guide To Labor Rights"
Essential Books
453.00 Legal and Social Services

"Labor's Heritage"
George Meaney Memorial Archives
412.00 Agriculture

"Leyes de Proteccion Para el Trabajador Agricola: Una Guia Para Campesinos en Los Estados Unidos Y Puerto Rico"
455.00 1988 Legal and Social Services

"Migrant Workers"
Legislative Research Commission
457.00 1983 Legal and Social Services

"Statistical Journal"
North Carolina Dept. of Human Resources/Div. Social Services
459.30 1995 Legal and Social Services

Osborn, Kimberley
"The Silent Cry: Migrant Child and Family Labor in the United States"
Dept. of Social Work-
Florida Atlantic University
461.00 1993 Legal and Social Services

"United States Tobacco-1995 Annual Report"
417.00 1995 Agriculture

Community service/non-profit

"A World of Difference: A Builder's Guide for Campus-Based Community Service Programs"
Florida's Office for Campus Volunteers
501.01 1993 Community service/non-profit

"Affordable Places to Meet in North Carolina"
NC Center for Nonprofits
503.00 1995 Community service/non-profit

"Break Away: Curriculum Based Alternative Breaks"
Break Away, Vanderbilt University
505.00 1991 Community service/non-profit

"Break Away: Hosting an Alternative Break"
Break Away, Vanderbilt University
505.10 1991 Community service/non-profit

"Break Away: Organizing an Alternative Spring Break"
Break Away, Vanderbilt University
505.20 1991 Community service/non-profit

"Building a Movement: A Resource Book for Students in Community Service"
506.00 1991 Community service/non-profit

"Community Service Opportunities Directory"
Volunteer Service Center, University of Miami
507.00 Community service/non-profit

"Discover Total Resources"
509.00 Community service/non-profit

"Expanding Boundaries"
Corporation for National Service
515.00 Community service/non-profit

"The First Sentence: Governor's Nonprofit Summit"
NC Center for Nonprofits
517.00 1993 Community service/non-profit

"Fundamental Practice with Volunteer Boards of Non-Profit Organizations"
NC Center for Nonprofits
519.00 Community service/non-profit

"Leadership Development: Working with the Hispanic/Latino Communities of North Carolina"
El Pueblo, Inc.
511.00 1996 Community service/non-profit

"The Membership Directory of the NC Center for Non-profits"
NC Center for Nonprofits
521.00 Community service/non-profit

"The North Carolina Nonprofit Network"
NC Center for Nonprofits
523.00 Community service/non-profit

"Organizing for Social Change: A Manual for Activisits in the 1990s"
NC Center for Nonprofits
525.00 Community service/non-profit

"Response: Lay Volunteer Mission Opportunities Directory"
527.00 1993 Community service/non-profit

"Student Community Service: King Holiday Student Organizing Manual"
Martin Luther King, Jr. Federal Holiday Commission
529.00 Community service/non-profit

"Students Working for a Sustainable Future"
Cool It
531.00 Community service/non-profit

Kehler, Randall
"Thinking Strategically: A Primer on Long-Range Strategic Planning" Exchange Project
533.00 Community service/non-profit

"Volunteer Training Manual"
Michigan Consortium Migrant Health
535.00 Community service/non-profit

INTERN REFERRAL SERVICE

Organizations by state and city

Alabama
Legal Services Corporation of Alabama, Montgomery

Arkansas
Center for Legal Services, Little Rock

California
California Rural Legal Assistance, Marysville
Family Health Center, Merced
United Farm Workers of America, Keene

Colorado
Colorado Migrant Health Program, Denver
Legal Aid Society, Denver

Delaware
Delmarva Rural Ministries, Dover

Florida
Caridad Health Clinic, Boynton Beach
Farmworker's Self Help, Dade City
Florida Legal Services, Belle Glade
Guadalupe Center, Incorporated, Immokalee
Immokalee Friendship House, Immokalee
Palm Beach County Public Health Unit, Belle Glade
Redlands Christian Migrant Association, Immokalee
Stepping Stones of Collier County, Immokalee

Georgia
Catholic Social Services, Augusta
Georgia Legal Services, Tifton
Telamon Corporation, Macon

Idaho
Idaho Legal Aid Services, Incorporated, Caldwell

Illinois
Hoopeston Migrant Head Start, Wellington
Illinois Migrant Head Start Project, Springfield
Shawnee Health Services and Development Corporation, Carterville

Indiana
Legal Services Organization of Indiana, Indianapolis

Iowa
Proteus, Des Moines

Louisiana
Farmworker Legal Assistance Project, Lafayette

Maine
Aroostook County Action Program, Presque Isle
Pine Tree Legal Assistance, Incorporated, Bangor

Maryland
Farmworker Empowerment Project, Salisbury

Massachusetts
Western Massachusetts Legal Services, Incorporated, Holyoke

Michigan
Family Medical Center, Temperance
Michigan Migrant Legal Assistance Project, Berrien Springs
Michigan Migrant Legal Assistance Project, Grand Rapids

Missouri
Migrant Farmworkers Project, Kansas City

Nebraska
Western Nebraska Legal Services, North Platte

New Jersey
Community Health Care, Incorporated, Bridgeton
Rural Opportunities, Vineland
South Jersey Family Medical Center, Hammonton

New Mexico
Centro Legal Campesino, Las Cruces

New York
Agri-Business Child Development, Staatsburg
Batavia Agri-Business Child Development Head Start, Batavia
BOCES Geneseo Migrant Center, Geneseo
Farmworker Legal Services of New York, Incorporated, Rochester
Geneva Child Development, Geneva
Hudson Valley Migrant Helth, Beacon

North Carolina
Catawba Valley Legal Services, Morganton
Farmworkers Legal Services, Raleigh
Johnston County Schools, Smithfield
North Carolina Primary Health Care Association, Cary
Migrant Education, Reidsville
Prospect Hill Migrant Head Start, Prospect Hill
Stowall Medical Center, Stowall
Tri-County Community Health Center, Newton Grove
Watauga Medical Center, Boone
Yadkin Valley Economic Development District, Incorporated, Boonville

Oregon
La Clinica del Valle, Phoenix
Oregon Legal Services Corporation, Portland

Pennsylvania
Friends of Farmworkers, Philadelphia
Lincoln Intermediate Unit No. 12, Gettysburg
Rural Opportunities, Camp Hill

Puerto Rico
Corporacion de Servicos de Salud a Migrantes Agricolas, Cidra

South Carolina
South Carolina Migrant Health Program, DHEC, Columbia

Tennessee
Legal Services of Upper East Tennessee, Johnson City
Rural Medical Services, Parrottsville Center, Parrottsville

Texas
Texas Rural Legal Aid, Incorporated, Plainview

Virginia
Virginia Migrant Education Program, Charlottesville
Winchester Regional Migrant Education Program, Winchester

Washington
Columbia Basin Health Association, Othello
Community Education and Counseling, Toppenish
United Farmworkers of Washington, Granger

Wisconsin
Legal Action of Wisconsin, Madison

Organization type

Advocacy
Aroostook County Action Program, Incorporated
BOCES Geneseo Migrant Center
Farmworkers Legal Services
Farmworker's Self Help
Legal Services of Arkansas
Legal Services of Upper East Tennessee
Lincoln Intermediate Unit No. 12
Migrant Education
North Carolina Primary Health Care Association
Oregon Legal Services Corporation
Pine Tree Legal Assistance
Redlands Christian Migrant Association; Immokalee, Florida
Rural Opportunities; Vineland, New Jersey
Texas Rural Aid, Incorporated
Tri-County Community Health Center
United Farmworkers of Washington
Western Massachusetts Legal Services, Incorporated

Education
Aroostook County Action Program, Incorporated
BOCES Geneseo Migrant Center
Community Education and Counseling
Farmworker's Self Help
Lincoln Intermediate Unit No. 12
Johnston County Schools
Migrant Education
Proteus
Redlands Christian Migrant Association
Telamon Corporation
Virginia Migrant Education Program
Winchester Regional Migrant Education Program

English as a Second Language
BOCES Geneseo Migrant Center
Farmworker's Self Help
Lincoln Intermediate Unit No. 12
Telamon Corporation
Virginia Migrant Education Program
Winchester Regional Migrant Education Program

Head Start
Agri-Business Child Development
Aroostook County Action Program, Incorporated
Batavia Agri-Business Child Development
Geneva Child Development
Hoopeston Migrant Head Start
Illinois Migrant Head Start Project
Prospect Hill Migrant Head Start
Redlands Christian Migrant Association; Immokalee, Florida
Redlands Christian Migrant Association; Quincy, Florida
Rural Opportunities; Vineland, New Jersey
Telamon Corporation
Yadkin Valley Economic Development District, Incorporated

Health
Aroostook County Action Program, Incorporated
BOCES Geneseo Migrant Center
Caridad Health Clinic
Catholic Social Services
Colorado Migrant Health Program
Columbia Basin Health Association
Community Health Care, Incorporated
Corporacion de Servicos de Salud a Mirgantes Agricolas
Delmarva Rural Ministries
Family Health Center
Family Medical Center
Farmworker's Self Help
La Clinica del Valle
Migrant Education
Migrant Farmworkers Project
North Carolina Primary Health Care Association
Palm Beach County Public Health Unit
Proteus
Redlands Christian Migrant Association
Rural Medical Services, Parrottsville Center
Rural Opportunities; Camp Hill, Pennsylvania
Shawnee Health Services and Development Corporation
South Carolina Migrant Health Program, DHEC
South Jersey Family Medical Center
Stovall Medical Center
Telamon Corporation
Tri-County Community Health Center
Watauga Medical Center

Job Training
Farmworker's Self Help
Guadalupe Center, Incorporated
Rural Opportunities

Legal
California Rural Legal Assistance
Catawba Valley Legal Services
Center for Legal Services
Centro Legal Campesino
Colorado Legal Aid Society
Delmarva Rural Ministries
Farmworker Empowerment Project
Farmworker Legal Services
Farmworkers Legal Assistance Project
Farmworkers Legal Services of New York, Incorporated
Farmworker's Self Help
Florida Legal Services
Friends of Farmworkers
Georgia Legal Services
Idaho Legal Aid Services, Incorporated
Legal Action of Wisconsin
Legal Services Corporation of Alabama
Legal Services Organization of Indiana
Michigan Migrant Legal Assistance Project, Berrien Springs
Michigan Migrant Legal Assistance Project, Grand Rapids
Migrant Farmworkers Project
Pine Tree Legal Assistance
Texas Rural Aid, Incorporated
Western Nebraska Legal Services
Western Massachusetts Legal Services, Incorporated

Labor Organizing
United Farm Workers of America
Farmworker's Self Help
United Farm Workers of Washington

Social Services
Aroostook County Action Program, Incorporated
Catholic Social Services
Farmworker's Self Help
Guadalupe Center, Incorporated
Immokalee Friendship House
Migrant Education
Proteus
Rural Opportunities; Vineland, New Jersey
Stepping Stones of Collier County
Tri-County Community Health Center
Virginia Migrant Education Program
Winchester Regional Migrant Education Program

Organizations

Action Opportunities, Incorporated

Harrington Migrant Head Start
RR 1 Box 341, Harrington, ME 04643
(207) 483-3837 office
(207) 667-2212 fax

Mission and Goals
To improve migrant children's health, help their emotional/social development, improve, expand their ability to think, reason, and speak clearly, and offer frequent chances to succeed.
Time of Service
One to two interns each are needed to work in the summer full and part time. The migrant education program program is during the month of August.
Intern Responsibilities
To assist program staff in carrying out daily center routines and activities, including but not limited to health and dental screenings of children, and provide routine transportation during mealtime, naptime, and classroom activities, sick child visits to the migrant health clinic, and outreach efforts to parents.
Applicant Qualifications
To be knowledgable of health field and pre-school age children between 0-5 years of age, be able to implement ideas and follow directions, be a member of a team, and demonstrate dependibility and punctuality.
Support Available
Check with employer for the availability of support.
Board: On site breakfast and lunch provided
Training: A week of pre-service training is held during the last week in July.
Travel: Mileage possible

Advocates for Basic Legal Equality

740 Spitzer Bldg, Toledo, OH 43604
(419) 255-0814 office
(419) 259-2880 fax

Mission and Goals
To provide legal services to income eligible migrant farmworkers in civil cases.
Time of Service
Interns are needed to work full time from May until August.
Intern Responsibilities
To do outreach to agricultural labor camps and to inform workers of their rights and services available to them.
Applicant Qualifications
To speak Spanish.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Room & Board: Possible
Training: A training on substantive law issues and outreach techniques will be provided.
Travel: Possible

Agri-Business Child Development

PO Box 306, Staatsburg, NY 12580
(914) 331-6502 office

Mission and Goals
To provide comprehensive child development services to migrant farmworkers and their children.
Time of Service
One intern is needed during the summer; full and part time interns are needed during school semesters.
Intern Responsibilities
To assist in providing child development and supervision to a group of children and participate in classroom activities.
Applicant Qualifications
To be a minimum of 18 years of age, have teacher education coursework and hands-on teaching experience. Musical, nature, coding, and arts and crafts experience helpful.
Support Available
Training: A four hour on-the-job training session will be held before starting work.

Aroostook County Action Program, Incorporated

PO Box 116, Presque Isle, ME 04736
(207) 764-3721 office
(207) 768-3047 fax

Mission and Goals
To translate and provide cultural awareness.
Time of Service
Up to five interns are needed full time during the summer; more are needed during the fall semester.
Intern Responsibilities
To serve as interpreters/translators for their clientele and teachers aides in their preschool.
Applicant Qualifications
Applicants need to contact employer for job description of available positions and application materials.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Travel: Mileage available

Batavia Agri-Business Child Development Head Start Program

18 Brooklyn Ave, PO Box 490,
Batavia, NY 14021
(716) 343-8160 office
(716) 343-8436 fax

Mission and Goals
To provide services for families who work in agriculture.
Time of Service
Five or six interns are needed full and part time during the summer, semesters, and school breaks.
Intern Responsibilities
To provide quality child development activities, supervise a child group, and participate in center meetings, training sessions, and team meetings.
Applicant Qualifications
To be able to perform classroom activities and duties required for the care and development of young children. Child Development Associates Degree helpful.

BOCES Geneseo Migrant Center

Holcomb Building Rm 210,
Geneseo, NY 14454
(716) 245-5681 office
(716) 245-5680 fax

Mission and Goals
To support migrant farmworkers and their families to live and work with dignity.
Time of Service
Varies
Intern Responsibilities
Varies depending on student's academic program.
Applicant Qualifications
To be fluent in Spanish.

California Rural Legal Assistance - Fresno

Migrant Farmworkers Project
2115 Kern St Ste 370, Fresno, CA 93721
(209) 441-8721 office
(209) 441-8443 fax

Mission and Goals
To seek justice for farmworkers through the initiation of complex litigation, legislative advocacy, and community outreach.

Time of Service
Full and part time interns are needed during the year, school semesters and school breaks.
Intern Responsibilities
To assist in the preparation and execution of complex litigation in state and federal courts (e.g., research/writing relevant to pretrial motions, jury instruction, trial briefs, appellate briefs, fact investigation, and client/witness interviews) and to attend court proceedings.
Applicant Qualifications
To have legal service and/or litigation office experience, speak Spanish, be knowledgable of computers (Word Perfect), good writing and reading skills. In addition to sending a résume, please send a writing sample.
Support Available
Check with employer for the availability of support.
Room & Board: Possible
Training: An orientation along with ongoing training and supervision will be provided.
Travel: Mileage possible

California Rural Legal Assistance
PO Box 2600, 818 D Street,
Marysville, CA 95901
(916) 742-5191 office
(916) 742-0421 fax

Mission and Goals
To educate the poor so that they may become aware of their rights and to engage in litigation when necessary to protect their rights.
Time of Service
Up to three interns are needed working full and part time anytime of the year.
Intern Responsibilities
To serve as law clerks, do clerical work, and do community outreach.
Applicant Qualifications
To have good communication, writing, interviewing, and translating skills
Support Available
Check with employer for availability of support.
Training: An orientation will be provided.
Travel: Mileage available

Caridad Health Clinic
9850 W Boynton Beach Blvd, Boynton Beach, FL 33437
(407) 369-0932 office
(407) 369-8693 fax

Mission and Goals
To promote free medical and dental care to migrant and indigent farmworker families residing in Palm Beach County Florida.
Time of Service
One to four interns are needed part time during the summer months. Part time is 15-20 hours per week.
Intern Responsibilities
To complete administrative office tasks and assist in translating the needs of farmworkers to their staff.
Applicant Qualifications
To have good organizational, typing, and computer skills.
Support Available
Training: An orientation by will be provided by the volunteer coordinator.

Catawba Valley Legal Services
211 E Union St, Morganton, NC 28655
(704) 437-8280 office
(704) 437-9397 fax

Misison and Goals
To provide justice for poor people.
Time of Service
Two full time interns are needed during the summer; one is needed during school semesters and year long.
Intern Responsibilities
To educate clients about their rights and responsibilites under the law.
Applicant Qualifications
To be bilingual in Spanish, Mayan dialects, Hmong, or Vietnamese and English.
Support Available
Check with employer for the availability of support.
Room: Assistance with housing available
Travel: Mileage available

Catholic Social Services
PO Box 2823, Augusta, GA 30904
(706) 733-8332 office
(706) 733-7749 fax

Mission and Goals
To give emergency assistance to individuals and families in need (i.e., utilities, rent, limited medical, transportation, or food).
Time of Service
Two interns are needed each to work part time during summer, school semesters, weekly volunteers, and during breaks. Five interns are needed to work during the December holiday break.
Intern Responsibilities
To interview clients and perform various other administrative tasks.
Applicant Qualifications
To have typing, interviewing, and listening skills.

Center for Legal Services of Arkansas
209 W. Capitol, Suite 36,
Little Rock, AR 72201
(800) 950-5817

Mission and Goals
To provide quality civil legal services to change laws to benefit farmworkers through test case and appeal, statutory reform, or administrative processes.
Time of Service
At least three interns are needed full time during the summer and school semesters, five part time during the summer, two part time during school semesters, two year long full time and spring break, and ten as weekly volunteers.
Intern Responsibilities
To interview clients in Spanish, draft brochures and outreach materials, do general office tasks, update population studies and needs assessments, travel in-state, and assist the migrant attorney as an intake worker.
Applicant Qualifications
To be fluent in Spanish, have knowledge of the farmworker community, be dedicated to low income people, have good communication, writing and computer skills, and be flexibile.
Support Available
Check with employer for the availability of support.
Travel: Mileage at $.23/mile

Centro Legal Campesino Southern New Mexico Legal Services
300 North Downtown Mall,
Las Cruces, NM 88001
(505) 526-4451 office

Mission and Goals
To enforce farmworker protection laws.
Time of Service
Two full and part time interns are needed during fall, winter, and summer semesters and during school breaks.
Intern Responsibilities
To locate clientele, research historical information, and take interrogatories.

Applicant Qualifications
To have research and writing abilities in Spanish. Owning a car and experience working with economically disadvantaged persons helpful.
Support Available
Room: Available
Training: A paralegal orientation and training is provided.

Colorado Migrant Health Program
4300 South Cherry Creek Drive,
Denver, CO 80222
(303) 692-2430 office
(303) 782-5576 fax

Mission and Goals
To provide medical, dental, pharmacy, and health education to migrant farmworkers and their families throughout Colorado.
Time of Service
As many as ten interns are needed both full and part time during the summer and two interns are needed during the fall, winter, and spring semesters or during semester breaks.
Intern Responsibilities
To assist nursing and dental staff at migrant summer school and head start agencies doing health screenings, providing dental assistance, providing health education, and assisting with special projects, including the environmental health project.
Applicant Qualifications
To speak Spanish. Health, Education, working with Hispanic populations experience helpful.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Training: Summer interns receive 3 days of intensive training prior to their field placement.
Travel: Mileage available

Columbia Basin Health Association
PO Box 546, Othello, WA 99344
(509) 488-5256 office
(509) 488-9939 fax

Mission and Goals
To provide equal access to quality health care to all persons regardless of age, sex, color, ethnicity, national origin, or ability to pay.

Time of Service
One full time summer intern is needed.
Intern Responsibilities
To serve as a social service liaison and do community outreach and health education.
Applicant Qualifications
To be bilingual in Spanish and English, have a bicultural understanding, and have a passion to serve those less fortunate. Helpful to have energy, commitment, and creativity.
Support Available
Check with employer for the availability of support.
Training: Interns will work with a full time staff as a trainee during the summer period.
Travel: Mileage available

Community Education & Counseling
315 South Elm, Toppenish, WA 98948
(509) 865-3054 office
(509) 865-4337 fax

Mission and Goals
To successfully assist at-risk students in meeting their educational goals.
Time of Service
Two full time interns are needed in the fall, winter, and summer semesters.
Intern Responsibilities
Varies depending on interest and skills of applicants.
Applicant Qualifications
To have the ability to work with minority, low income families. Helpful if bilingual in Spanish and English.
Support Available
Check with employer for the availability of support.
Training: On the job training is provided.
Travel: Mileage available

Community Health Care, Incorporated
Migrant Outreach Program
PO Box 597, Bridgeton, NJ 08302
(609) 451-4700 office
(609) 451-0029 fax

Mission and Goals
To facilitate migrant and seasonal farmworkers access to primary care and social services and to educate and empower farmworkers to work for the betterment of their community.
Time of Service
Two full time and one part time interns are needed during the summer. Part time is 20 hours per week.

Intern Responsibilities
To provide ongoing assistance to outreach and health education efforts, including designing and teaching classes to lay health workers with the program coordinator, conducting health education sessions in camps, and contacting camps.
Applicant Qualifications
To be bilingual in Spanish and English, flexible, have experience in outreach, able to work well with others, and have a good sense of humor.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Room & Board: Possible
Training: An orientation to the organization, to the area's farmworkers and to popular education techniques will be provided.
Travel: Possible

Community Legal Services
9201 W Van Buren, Tolleson, AZ 85353
(602) 936-1443 office
(602) 936-8337 fax

Mission and Goals
To provide legal aid to migrant and seasonal farmworkers.
Time of Service
One to two part time interns are needed.
Intern Responsibilities
To interview farmworkers, do complaint intake, conduct legal research, and draft pleadings.
Applicant Qualifications
To be able to speak and write in Spanish. Experience in WestLaw, Word Perfect, and assisting low income farmworkers helpful.
Support Available
Training: Training in Migrant and Seasonal Agricultural Workers Protection Act, Fair Labor Standards Act, and other laws which protect farmworkers and federal class action litigation will be provided.

Corporacion de Servicios de Salud a Migrantes Agricolas
PO Box 1298, Cidra, PR 00739
(809) 739-8182 or 739-8183 office
(803) 739-8190 fax

Mission and Goals
To provide excellent comprehensive primary health care services to the migrant and seasonal farmworker populations of the target area.

Time of Service
Two full time and three part time interns are needed during the summer, as well as during semester periods. Two full time year long interns, as well as three weekly volunteers, are also needed. Part time is 20 hours per week.
Intern Responsibilities
To conduct and organize a specific survey or special study on the farmworker population and report findings to administrative officers and the board of directors.
Applicant Qualifications
Ability to speak Spanish helpful.
Support Available
Check with employer for the availability of support.
Travel: Mileage available

Delmarva Rural Ministries

26 Wyoming Ave, Dover, DE 19901
(302) 678-2000 office
(302) 678-0545 fax

Mission and Goals
To implement programs and activities relating to health, nutrition, education, family, housing, and other community needs of migrant and seasonal farmworkers and low income rural people.
Time of Service
Four full and part time interns each are needed during the summer. Part time work is 20-30 hours per week.
Intern Responsibilities
To translate in the clinic and for social appointments, provide transportation as required, assist with emergency food for migrant farmworkers, and register migrant farmworkers.
Applicant Responsibilities
To be fluent in Spanish and/or French. Helpful if own car.
Support Available
Check with employer for the availability of support.
Room: Small housing allowance available
Training: A three to five day orientation is provided.
Travel: Mileage at $.25/mile

Family Health Centers

727 W Childs Ave, Merced, CA 95341
(209) 384-3064 office
(209) 383-0136 fax

Mission and Goals
To provide quality managed care to people in the communities we serve regardless of language, financial, or cultural barriers.
Time of Service
Two full time interns are needed during the summer.
Intern Responsibilities
To work one on one in clinics, conduct outreach to farmworker camps, make educational presentations about skin cancer, pesticide safety, and cervical cancer to women.
Applicant Qualifications
To be bilingual, have an interest in health issues, and a desire to work with Latino/a populations. Experience in public speaking or working with groups helpful.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Training: Training is provided for outreach workers.

Family Medical Center

8765 Lewis, Temperence, MI 48182
(313) 847-3802 office
(313) 847-3418 fax

Mission and Goals
To provide medical care for uninsured and underinsured migrant farmworkers.
Time of Service
One full time and one part time interns are needed during the summer. Part time is 20 hours per week. Hours are flexible.
Intern Responsibilities
To coordinate health education and social services outreach activities with the Camp Health Aide Program Director, assist Michigan Migrant Councils and Michigan Employment Services to develop an efficient referral strategy for migrant farmworkers, and assist with individual translation needs.
Applicant Qualifications
To be bilingual in both Spanish and English.
Support Available
Training: An orientation will be provided.

Farmworkers Legal Assistance Project

1020 Surrey Street, PO Box 4823,
Lafayette, LA 70502
(318) 237-4320 office
(318) 237-8839 fax

Mission and Goals
To provide legal representation to migrant and seasonal farmworkers throughout the state of Louisiana.
Time of Service
One full time intern is needed during the summer and school semesters.
Intern Responsibilities
To complete applications, general office duties, pull cases from law libraries, read and highlight case information, and contact social service agencies and legal service corporations.
Applicant Qualifications
To speak Spanish and have business skills.
Support Available
Check with employer for the availability of support.

Farmwoker Empowerment Project

Legal Aid Bureau
111 High Street, Salisbury, MD 21802
(800) 444-4089 office
(410) 860-2148 fax

Mission and Goals
To empower and give legal representation to farmworkers.
Time of Service
One full time intern is needed to work from 2:00-10:00 pm during the summer.
Intern Responsibilities
To do outreach to farmworkers, educate farmworkers about their rights, and gather data.
Applicant Qualifications
To have excellent Spanish and or Creole language speaking abilities. Helpful to have farmworker, cross-cultural experience and/or legal education.
Support Available
Check with employer for the availability of support.
Travel: Mileage available

Farmworkers Legal Services

PO Box 26626, Raleigh, NC 27611
(800) 777-5869 office

Mission and Goals
To improve living and working conditions of farmworkers and enhance farmworkers leadership skills through community education, advocacy, and litigation.
Time of Service
Two full time interns are needed during the summer. One part time volunteer is needed to work 8 hours per week.
Intern Responsibilities
To conduct educational sessions about workers' rights and pesticide safety.
Applicant Qualifications
To be mature, fluent in Spanish, flexible and willing to live in a rural area. Experience in talking to group helpful.

Support Available
Check with employer for the availability of support.
Training: They provide training to interns on employment rights and pesticide education.
Travel: Mileage available.

Farmworker Legal Services of New York, Incorporated

80 St Paul St, Rochester, NY 14604
(716) 325-3050 office
(716) 454-2518 fax

Mission and Goals
To provide legal services to migrant and seasonal farmworkers.
Time of Service
Two full time interns are needed to work year round and school semesters; interns are needed part time in the summer. Only one intern is needed to work as a weekly volunteer and during semester breaks.
Intern Responsibilities
To conduct research, gather information, translate materials, and do administrative work.
Applicant Qualifications
Ability to speak Spanish and experience conducting research, working in working-class communities, and organizing helpful.
Support Available
Check with employer for the availability of support.
Training: An orientation about the farmworker population and legal issues is provided.
Travel: Local mileage available.

Farmworker's Self-Help

37240 Lock St, Dade City, FL 33525
(904) 567-1432 office
(904) 567-1044 fax

Mission and Goals
To work with farmworkers as they are empowered to have equal relationships with service providers.
Time of Service
Four interns are needed full time during school semesters. Three are needed full time year round and during school and Christmas break.
Intern Responsibilities
To assist staff as they support the empowerment of farmworkers.
Applicant Qualifications
Grant writing, computer, and medical skills helpful.

Florida Legal Services

Migrant Farmworker Justice Project
306 SE Ave E Rm 102,
Belle Glade, FL 33430
(407) 996-5266 office
(407) 992-5040 fax

Mission and Goals
To provide free legal assistance to migrant farmworkers in matters relating to employment, housing, and occupational health.
Time of Service
Two to three interns are needed each part and full time during the summer and school semesters; two are needed full time year round; and up to two during spring break.
Intern Responsibilities
To assist with the development and implementation of legal, media, and political strategies to address problems faced by migrant workers.
Applicant Qualifications
To be willing to travel, have irregular work hours, and be enthusiastic. Spanish language ability helpful.
Support Available
Check with employer for the availability of support.
Room: Available
Travel: Mileage available.

Friends of Farmworkers

1424 Chestnut, Philadelphia, PA 19102
(215) 981-3733 office
(215) 893-5350 fax

Mission and Goals
To provide legal services for farmworkers in PA, especially in areas such as wage payment problems, farm labor camp conditions, employment discrimination, and pesticides.
Time of Service
One to two interns are needed full and part time during the summer and school semesters.
Intern Responsibilities
To do outreach to farm labor camps, educate farmworkers, including preparation of written education materials, assisting staff attorneys and paralegals with preparation for federal and state court litigation and administration proceedings, following up with clients, and performing other office responsibilities.
Applicant Qualifications
To speak Spanish, Haitian Creole, Vietnamese, or Khmer, have a valid driver's license and car. Computer skills, especially Word Perfect, helpful.
Support Availability
Check with employer for the availability of support.
Stipend: Possible work study for college students.
Travel: Mileage available.

Geneva Child Development

4156 West Lake Rd, Geneva, NY 14456
(315) 781-3267 office
(315) 781-7240 fax

Mission and Goals
To provide early childhood education to farmworker children and outreach to the children's parents.
Time of Service
Interns are needed full time during the summer and also during semester breaks.
Intern Responsibilities
To work as a teacher's aid in the classroom, as a family worker in the social services component, or as a health aide.
Applicant Qualifications
To be bilingual in Spanish and English in both reading and writing, be interested in the family, and good with children. Helpful if had experience working with small groups.
Support Available
Check with employer for the availability of support.
Travel: Mileage possible.

Georgia Legal Services

PO Box 1069, Tifton, GA 31793
(912) 386-3560 office
(912) 386-3588 fax

Mission and Goals
To provide free legal services to Georgians with low incomes in 154 counties through litigation, administrative/policy advocacy, and legislative advocacy.
Time of Service
Interns are needed to work full and part time during the summer. Part time is 20 hours per week.
Intern Responsibilities
To do administrative work, outreach, and community education.
Applicant Qualifications
To speak Spanish and have strong writing and verbal skills.
Support Available
Check with employer for the availability of support.
Training: An orientation and training is provided.

Guadalupe Center, Incorporated

PO Box 1053, 211 S 9th St,
Immokalee, FL 33934
(941) 657-4361 office
(941) 657-6816 fax

Mission and Goals
To value the gospel mandate of service to the poor by offering an atmosphere of welcomeness and hospitality, and seeking to be a witness of the Christian values of service, concern and community.
Time of Service
Four to six interns are needed to work full time for a six week summer camp. One to two interns are needed to work full time year round.
Intern Responsibilities
To assist with program maintenance, the soup kitchen, childrens' programming, and community outreach.
Applicant Qualifications
To speak Spanish or Creole and have a background in social work, community organizing, or education. Computer skills would be helpful.
Support Available
Check with employer for the availability of support.

Hoopseston Migrant Head Start

530 E 1st North St,
Wellington, IL 60973
(815) 984-3706 office
(815) 984-4500 fax

Mission and Goals
To bring about a greater degree of social competence for migrant farmworker children and their families through advocacy and education.
Time of Service
Six interns are needed to work both part and full time during the summer.
Intern Responsibilities
To serve as a Teacher (planning lessons and helping with classroom activities), Health Coordinator (conducting health screenings and follow-up treatment), or Special Services/ Mental Health Coordinator.
Applicant Qualifications
Teacher assistants should have a high school diploma or GED and 12 hours of early childhood education coursework. Health Coordinator applicants should have a background in health education with some early childhood experience. Spoken and written Spanish and Word Perfect computer skills helpful.
Support Available
Check with employer for the availability of support.
Room & Board: Possible
Training: A week long orientation of the rules and regulations, curriculum, and policies is provided.
Travel: Mileage available

Hudson Valley Migrant Health

372 Main St, Beacon, NY 12508
(914) 831-0061 office
(914) 831-0358 fax

Mission and Goals
To provide primary health care and support services for migrant and seasonal farmworkers in the Mid-Hudson Region of New York.
Time of Service
One to three interns are needed full and part time during the summer. Part time is 20 hours per week.
Intern Responsibilities
To do outreach, health education, transportation, interpretation, possible clinic work, and advocacy.
Applicant Qualifications
To relate to people from different racial, ethnic, and social groups, to maintain confidentiality and own a car. Spanish speaking abilities helpful.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Travel: Mileage available

Illinois Migrant Head Start

406 East Monroe, Springfield, IL 62701
(217) 785-1991 office
(217) 785-2454 fax

Mission and Goals
To provide day care and head start services to migrant farmworker families.
Time of Service
Thirty full time summer interns are needed as well as seven part time summer interns. Part time is 20 hours per week.
Intern Responsibilities
To assist teachers in their duties, conduct home visits, and serve as a health aide.
Applicant Qualifications
To have a high school diploma or G.E.D. Bilingual skills in English and Spanish and child services and or social services background helpful.
Support Available
Check with employer for the availability of support.
Training: A pre-service training is provided.
Travel: Mileage available

Illinois Migrant Legal Action Project

343 S Dearborn St, Ste 700,
Chicago, IL 60604
(312) 341-9180 office
(312) 341-1041 fax

Mission and Goals
To provide high-quality legal services to farmworkers throughout Illinois.
Time of Service
Two to three interns are needed both full and part time during the summer, school semesters and school breaks.
Intern Responsibilities
To assist with legal cases by interviewing clients and conducting some research.
Applicant Qualifications
To be fluent in Spanish. Exposure to Hispanic or Latino culture helpful.
Support Available
Check with employer for the availability of support.
Training: An on-the-job orientation will be provided.
Travel: Mileage available

Immokalee Friendship House

602 West Main Street,
Immokalee, FL 33934
(941) 657-4090 office
(941) 657-5587 fax

Mission and Goals
To provide shelter and meals to homeless persons and assist them in locating employment and housing.
Time of Service
One to three interns are needed full and part time during school semesters, summers, and year round. Up to 12 interns are needed for semester breaks.
Intern Responsibilities
To interview, do case management, prepare food, and do outreach.
Applicant Qualifications
To be able to follow instructions, have composure under pressure, and be empathetic.
Support Available
Check with employer for the availability of support.
Training: A complete orientation is provided.

La Clinica del Valle

3617 South Pacific Hwy.,
Medford, OR 97501
(541) 535-6239 office
(541) 535-4377 fax

Mission and Goals
To provide quality comprehensive health care to farmworkers, their families, and other medically underserved persons in Jackson County.
Time of Service
Two interns are needed full time during the summer. One intern each is needed part and full time during the summer, school semesters, and school breaks.
Intern Responsibilities
To assist the clinic outreach workers to bring medical and health education services to farmworkers, aid farmworkers in accessing other social services, and aid clinic staff in performing needs assessment of the local farmworker/Hispanic community.
Applicant Qualifications
To be bilingual in both Spanish and English. Experience with farmworkers and/or any health or medical experience helpful.
Support Available
Check with employer for the availability of support.
Training: A full orientation and training will be provided.
Travel: Mileage available

Legal Action of Wisconsin

31 S Mills St, PO Box 9686,
Madison, WI 53715
(608) 256-3304 office
(608) 256-0510 fax

Mission and Goals
To provide legal representation to migrant farmworkers in employment and public benefit cases.
Time of Service
Two to four interns are needed full time during the summer.
Intern Responsibilities
To do outreach to migrant labor camps to inform workers about their rights and about the Migrant Project, conduct client interviews and gather information for case investigation.
Applicant Qualifications
To be fluent in Spanish and have a car. Knowledge of the conditions of migrant farmworkers helpful.
Support Available
Travel: Mileage available

Legal Aid of Western Oklahoma

2901 Classen Blvd Ste 110,
Oklahoma City, OK 73106
(405) 557-0020 office
(405) 557-0023 fax

Mission and Goals
To provide legal representation for farmworkers in wage claims, high impact cases, and immigration.
Time of Service
One to two interns are needed full time during the summer.
Intern Responsibilities
To do outreach and education to farmworkers across the state, and to assist with Legal Aid's newsletter.
Applicant Qualifications
To be fluent in Spanish, have an automobile, be a self-starter, be a confident public speaker. Understanding of farmworker law or a career interest in law, experience in journalism, translation, or community organizing background helpful.
Support Available
Check with employer for the availability of support.
Room & Board: Available
Travel: Mileage available

Legal Services of Upper East Tennessee

311 West Walnut,
Johnson City, TN 37604
(423) 928-8311 office
(423) 428-9488 fax

Mission and Goals
To provide legal representation to farmworkers.
Time of Service
Varies
Intern Responsibilities
To conduct outreach in the field.
Applicant Qualifications
To be fluent in Spanish.
Support Available
Check with employer for the availability of support.
Training: An orientation is provided for interns.
Travel: Mileage available

Legal Services Organization of Indiana

Migrant Farmworkers Project
151 N Delaware St Ste 1800,
Indianapolis, IN 46204
(317) 631-9410 x236 office
(317) 631-9775 fax

Mission and Goals
To provide free legal services to migrant, and some seasonal, non-migratory, farmworkers in Indiana, especially regarding immigration and work-related cases.
Time of Service
One to two students are needed full and part time during the summer, school semesters, and school breaks.
Intern Responsibilities
To do outreach to migrant camps, give presentations at camps and other locations, and conduct in-house interviewing.
Applicant Qualifications
To be bilingual in Spanish and English. Applicants must have references.
Support Available
Check with employer for the availability of support.
Stipend: Depends on yearly budget
Training: A one to two day orientation on office procedures and outreach techniques will be provided.
Travel: Rental car available

Lincoln Intermediate Unit No. 12

Migrant Child Development Program
52 Foth Alley, Gettysburg, PA 17325
(717) 334-0006 office
(717) 334-9608 fax

Mission and Goals
To provide supplemental education for children of migratory backgrounds.
Time of Service
Full time interns are needed for 5 weeks during the summer; part time interns are needed during school semesters.
Intern Responsibilities
To assist with office work, conduct a field study work-commitment, and teach in a classroom.
Applicant Qualifications
To be able to work well with children and adults and be culturally sensitive.
Support Available
Training: An orientation is provided.

Michigan Migrant Legal Assistance Project

PO Box 208, 4445 E. Chawnee Rd.,
Berrien Springs, MI 49103
(616) 471-2819 office
(616) 471-7664 fax

Mission and Goals
To assist migrant and seasonal farmworkers in knowing and exercising their legal rights; maximizing the legal rights and benefits available to them; and, improving the quality of their lives.

Time of Service
One to three interns are needed full and part time during the summer. Part time work is less than 40 hours per week.
Intern Responsibilities
To interview clients in both Spanish and English, do legal research, and handle service cases under the supervision of an attorney.
Applicant Qualifications
To be able to communicate in Spanish and own an automobile. Community legal education, problem solving, record keeping and interviewing skills helpful.
Support Available
Training: Training will be provided.

Michigan Migrant Legal Assistance Project, Incorporated

40 Monroe Center NW Suite 3-A,
Grand Rapids, MI 49503
(616) 454-5055 office
(616) 454-7022 fax

Mission and Goals
To advocate (legislation and administrative), litigate and educate on behalf of migrant farmworkers.
Time of Service
Two full time interns are needed during the summer and school semesters; one intern is needed year round.
Intern Responsibilities
To do outreach and education (pesticides, discrimination, etc.).
Applicant Qualifications
To have legal, organizational, and teaching skills and be fluent in Spanish. Applicant's writing sample must be available.
Support Available
Check with employer for the availability of support.
Training: An orientation is provided.
Travel: Mileage at $.28/mile

Migrant Education Program

1404 Mizpah Church Rd,
Reidsville, NC 27320
(910) 349-5476 office
(910) 342-0557 fax

Mission and Goals
To provide instructional and support services to all migrant students between the ages of 3-21 in Rockingham County, North Carolina through recruitment and tutoring.

Time of Service
Full and part time interns are needed year round.
Intern Responsibilities
To serve as a translator, recruit participants, and tutor students during the school term and summer school.
Applicant Qualifications
To speak Spanish.
Support Available
Check with employer for the availability of support.
Stipend: Available
Training: Staff development is provided at any time for interns.
Travel: Available

Migrant Farmworkers Project

920 Southwest Blvd,
Kansas City, MO 64108
(816) 474-9868 office

Mission and Goals
To provide social health care and legal services to migrant farmworkers and their families throughout Missouri.
Time of Service
Summer interns are needed from May 15 to August 15. Fall interns are needed from August 15 to October 15. There is some flexibility with these dates.
Intern Responsibilities
To do outreach to farmworkers, develop contacts with social service agencies which serve farmworkers' needs, assist farmworkers in gaining access to federal programs, provide legal education and assistance, translate legal and medical documents, prepare emergency food and gas vouchers, and advocate for farmworkers.
Applicant Qualifications
To be mature, self-motivated, speak Spanish, willing to work flexible hours, and have a valid driver's license. Experience working with Latinos in the United States helpful.
Support Available
Check with employer for the availability of support.
Stipend: $1,000 for summer interns
Room & Board: Available
Travel: Transportation provided to and from Bootheel.

North Carolina Primary Health Care Association

975 Walnut Street Suite 355,
Cary, NC 27511
(919) 469-5701 office
(919) 469-1263 fax

Mission and Goals
To serve as a clearinghouse for health organizations and developing statewide initiatives, and to provide technical assistance to local health clinics.
Time of Service
Two interns are needed full and part time during school semesters and during the summer.
Intern Responsibilities
Varies depending on the project.
Applicant Qualifications
To be mature, able to work with a wide variety of people, have good writing and computer skills.
Support Available
Check with employer for the availability of support.
Stipend: Varies from $500-1500 depending on project
Training: An orientation is provided including: reading materials, videos, working with program staff and visiting health centers.
Travel: Mileage available

Oregon Legal Services Corporation

700 SW Taylor Ste. 310,
Portland, OR 97205
(503) 224-4094 office
(503) 234-3096 fax

Mission and Goals
To provide legal representation to farmworkers through outreach, community education, and litigation.
Time of Service
Four to six interns are needed full time during the summer; part time interns are needed during school semesters and year long.
Intern Responsibilities
To do outreach to labor camps, do intake interviews, and provide community education.
Applicant Qualifications
To speak Spanish.
Support Available
Check with employer for the availability of support.
Stipend: Possible

Palm Beach County Public Health Unit
C. L. Brumback Medical Center
38754 State Road 80,
Belle Glade, FL 33430
(407) 996-1600 office
(407) 992-8363 fax

Mission and Goals
To meet non-budgeted needs necessary to extend services to clients through outreach and mobile medical services.
Time of Service
One full time intern is needed both year round and during the summer. Two part time interns are needed both during the summer and school semesters. Two full time interns are needed during August.
Intern Responsibilities
To serve as an interpreter with medical personnel and complete clerical functions as necessary.
Applicant Qualifications
To be bilingual in Spanish or Creole and English. Self-motivation, responsible, and open to different cultural ideas helpful.
Support Available
Training: An orientation to OSHA regulations, Public Health Unit, and public health center operations is provided.

Pine Tree Legal Assistance, Incorporated
Farmworker Unit, 61 Main St Rm 41,
Bangor, ME 04401
(207) 942-0673 office
(209) 942-8323 fax

Mission and Goals
To provide legal assistance to migrant and seasonal farmworkers in the state of Maine through outreach advocacy, law suits, and client education.
Time of Service
Interns are needed full and part time during the summer and school semesters. Full time interns are needed year round.
Intern Responsibilities
To conduct client interviews and factual investigations, provide general litigation support and client education, and do outreach to labor camps throughout the state of Maine.
Applicant Qualifications
To be fluent in Spanish. Interviewing experience helpful.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Travel: Mileage available

Prospect Hill Migrant Head Start
Telamon Corporation
985 NC Hwy N, PO Box 1291,
Prospect Hill, NC 27314
(910) 562-5737 office
(910) 562-5739 facsimile

Mission and Goals
To ensure a safe haven for migrant children and their families by providing experiences and opportunities that will nurture the child's total development and incorporate parental involvement.
Time of Service
Six full time interns are needed during the summer.
Intern Responsibilities
To recruit children, translate verbally and orally, volunteer in the classroom, and do clerical work.
Applicant Qualifications
To be bilingual in Spanish and English and have clerical skills.
Support Available
Check with employer for the availability of support.
Training: A three day pre-service training that includes goals, mission, and job description will be provided.

Proteus
PO Box 10385, Des Moines, IA 50306
(515) 244-5694 office
(515) 244-4166 fax

Mission and Goals
To serve migrant and seasonal farmworkers and their families by responding to their needs for employment, training, education, health care, and other services that promote self-sufficiency.
Time of Service
Interns are needed full time during the summer.
Intern Responsibilities
To communicate effectively with the public, meet with growers to establish written agreements, outreach to the farmworker community, gather facts from farmworkers pertaining to the dissatisfaction with their health, safety or working environments, record and submit information gathered, and do effective follow up.
Applicant Qualifications
To be bilingual in Spanish and English, have one year experience in social work, public relations, or related experience in interviewing, and have a knowledge of migrant farmworker history, culture and law.
Support Available
Check with employer for the availability of support.
Stipend: Minimum wage
Travel: Mileage available

Redlands Christian Migrant Association
219 N 1st St, Immokalee, FL 33934
(941) 658-3560 office

Mission and Goals
To advocate for migrant and seasonal farmworkers and the rural poor in general.
Time of Service
Interns are needed full and part time throughout the year.
Intern Responsibilities
To assist in child development programs by providing services in early childhood education, health, parental involvement, and outreach.
Applicant Qualifications
To be interested in working with migrant and rural poor children and their families, experience training paraprofessional staff and parents, and experience working with young children. Spanish skills helpful.
Support Available
Training: An orientation is provided.

Redlands Christian Migrant Association
Route 1 Box 371, Quincy, FL 32351
(904) 442-4141 office

Mission and Goals
To offer quality child care and education to migrant children and their families.
Time of Service
Three to four interns are needed full time during the summer.
Intern Responsibilities
To provide a safe, healthy environment for children to stimulate their thinking and development, and establish relationships of trust with children and their families by participating in home visits and individual conferences with parents.
Applicant Qualifications
To like working with children and communicating with their parents. Spanish speaking skills helpful.
Support Available
Check with employer for the availability of support.
Travel: Mileage available

Rural Medical Services, Parrotsville Center
Migrant Health Program
PO Box 99, Parrosttsville, TN 37843
(423) 625-1377 office
(423) 625-3618 fax

Mission and Goals
To provide affordable and accessible health care for the migrant farmworker population in the area and to educate migrants about health, disease and its prevention, and childbearing.
Time of Service
One intern is needed during the summer, fall/winter semester or for a year-long internship.
Intern Responsibilities
To translate, provide transportation for farmworkers, assist in social services projects, and assist with record keeping.
Applicant Qualifications
To speak Spanish. To have a reliable, insured automobile helpful.
Support Availability
Check with employer for the availability of support.
Room & Board: Available
Training: An orientation to the clinic, its policies and procedures and possibly to the computer is provided.
Travel: Possible

Rural Opportunities, Incorporated - New Jersey Division
645 N. Delsea Dr., Vineland, NJ 08360
(609) 696-1000 office
(609) 696-4892 fax

Mission and Goals
To create and provide opportunities to farmworkers and other disenfranchised people to confront and overcome barriers that systematically prevent them from gaining access to economic, social, and political resources.
Time of Service
five to ten interns are needed to work during the summer, two to three are needed during school semesters. Interns are also needed yearly full time, weekly as volunteers, and during semester breaks.
Intern Responsibilities
To recruit and do intake for the employment and training program or work with developmentally delayed children.
Applicant Qualifications
To have clerical abilities, knowledge of farmworkers, be bilingual in Spanish and English, and understand poverty and deprivation.
Support Available
Contact employer for the availabilty of support.
Training: An orientation to the program and agency standards is provided.

Rural Opportunities, Incorporated
1300 Market St., Ste 202,
Des Moines, PA 17043
(717) 731-8120 office
(717) 731-8196 fax

Mission and Goals
To deliver health and medical care to migrant and seasonal farmworkers in Pennsylvania.
Time of Service
One to two interns are needed full and part time during the summer. Part time summer hours are negotiable.
Intern Responsibilities
Varies depending on program needs and the intern's interests and skills.
Applicant Qualifications
To have general administrative and management experience. Knowledge of health care helpful.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Room & Board: Possible
Training: An introduction and orientation to the organization, along with program training, is provided.
Travel: Mileage available

Shawnee Health Service
6325 Brandhorst Dr.,
Carterville, IL 62918
(618) 985-8221 office
(618) 985-6860 fax

Mission and Goals
To assist Southern Illinois communities in meeting health and social service needs through direct service and community development.
Time of Service
Two interns are needed full and part time during the summer. Part time hours are flexible with some evenings.
Intern Responsibilities
To interview patients and take health histories, translate for medical personnel, outreach to migrant labor camps, develop and implement health education programs, schedule health specialist appointments, transport and translate at other health facilities (hospital, pharmacy, etc.), and perform office work in medical records and billing.
Applicant Qualifications
To speak Spanish, have bicultural skills, and be a self-starter. Access to a car with a valid driver's license, experience in delivering services to others, knowledge in either nursing, infant care and development, Education, agriculture, farm safety, pesticides, sexually transmitted diseases and/or AIDS helpful.
Support Available
Check with employer for the availabilty of support.
Stipend: Possible
Training: An extensive training is provided.
Travel: Mileage at $.25/mile

South Carolina Migrant Health Program, DHEC
2600 Bull Street, Columbia, SC 29201
(803) 734-5800 office
(803) 734-4620 fax

Mission and Goals
To provide culturally competent health care and health related services to migrant and seasonal farmworkers in South Carolina by contacting health care providers, doing outreach in fourteen counties, and providing statewide coordination of services through its advisory council.
Time of Service
Three full time interns are needed during the summer and two part time during school semesters.
Intern Responsibilities
To do outreach and translation, research public health issues, and assist with health promotion projects.
Applicant Qualifications
To speak Spanish and have experience with community development.
Support Available
Check with employer for the availabilty of support.
Training: An agency and program orientation is provided.
Travel: Possible

South Jersey Family Medical Center
879 12th St, Hammonton, NJ 08037
(609) 567-0434 office

Mission and Goals
To provide and promote effective high-quality primary and preventative health care, while maintaining sensitivity to cultural differences.

Time of Service
One intern is needed during the summer and school semester. Interns also needed during semester breaks.
Intern Responsibilities
To do outreach to inform migrant farmworkers of the services at the community health center. Upper-level students could possibly do research on comparative programs.
Applicant Qualifications
To speak Spanish. Good interpersonal skills and desire to work with low income populations helpful.
Support Available
Check with employer for the availability of support.
Training: Training by the employer is provided.
Travel: Mileage available

South Texas Civil Rights Project
PO Box 188, San Juan, TX 78589
(210) 787-8171 office
(210) 702-3309 fax

Mission and Goals
To improve the conditions under which farmworkers live and work through organizing and lawsuits.
Time of Service
One full time intern is needed both during the summer and year long. Two part time interns are needed during school semesters.
Intern Responsibilities
To conduct legal research, draft pleadings and other legal documents, investigate legal matters, and perform general casework.
Applicant Qualifications
To have a willingness to adapt to the needs of organizing farmworkers and have legal and organizing experience.
Support Available
Training: Training on legal and organizational work with farmworkers will be provided.

Stepping Stones of Collier County
614 S 5th St Immokalee, FL 33934
(941) 657-2443 office

Mission and Goals
To provide the opportunity for young pregnant and parenting teens to complete their education and to extend support in the areas of social services, parenting, child growth and development, pre/post-natal health, transportation, nutrition, and child care services.
Time of Service
Three full time interns are needed during school semesters and year long. Part time interns are needed weekly and during school semesters. Part time work during school semesters is from 7:30am-2:30pm.
Intern Responsibilities
To serve as aides caring for children between 0-3 years old; feeding, playing, reading, providing creative arts, and music.
Applicant Qualifications
To be caring, patient, loving, understand babies and toddlers, and have a background HRS information.
Support Available
Training: An orientation will be provided.

Stovall Medical Center
PO Box 40, Stovall, NC 27582
(919) 693-1311 office

Mission and Goals
To extend health care services to farmworkers.
Time of Service
Interns are needed 2-3 days per week, including one night for outreach. Some projects require weekend work.
Intern Responsibilities
To coordinate existing programs at the Medical Center such as the farmworker recreation project, child immunization project, women's needs assessment project, and project against substance/alcohol abuse.
Applicant Qualifications
Varies depending on position desired.
Support Available
Check with employer for the availability of support.
Training: A training in outreach techniques and presentation is provided; computer and language training is provided as needed.

Student Action with Farmworkers
PO Box 90803, Durham, NC 27708
(919) 660-3652 office
(919) 681-7600 fax

Mission and Goals
To bring students and farmworkers together to learn about each other's lives, share resources and skills, improve conditions for farmworkers and build diverse coalitions working for social change.
Time of Service
One full time and two part time interns during school semesters, summer break, and/or year-round.
Intern Responsibilities
To write and edit SAF's newsletter, coordinate publicity and volunteer opportunities, assist with planning educational events on regional campuses, and assist with fundraising events.
Applicant Qualifications
To be organized, have good writing and phone skills, be motivated, and dedicated to working for social justice. Spanish speaking abilities helpful.
Support Available
Stipend: Work study available for students; possible academic credit available
Training: An intensive orientation is provided.
Travel: Mileage available

Telamon Corporation
2720 Sheraton Dr Ste 140-D,
Macon, GA 31204
(912) 750-7134 office

Mission and Goals
To provide a quality, safe environment to allow children to learn and to promote child care education for parents.
Time of Service
Over ten interns are needed full time during the summer and school semesters. Interns are needed during the peak season months of June through October.
Intern Responsibilities
To work in a variety of areas from assisting the regular teachers to bookkeeping with the office.
Applicant Qualifications
To be bilingual in Spanish and English.
Support Available
Training: Hands on training with staff in the areas of intern interest will be provided.

Texas Rural Legal Aid, Incorporated
Farmworker Division
114 East 7th, PO. Box 1568,
Plainview, TX 79072
(806) 293-2625 office
(806) 293-0332 fax

Mission and Goals
To provide high quality legal representation to migrant and seasonal farmworkers and farmworker organizations in and around West Texas through outreach, advocacy, and legal representation.
Time of Service
Two to three full time interns are needed in the summer, fall/winter semesters or year-long; part time interns are needed weekly and during school breaks.

Intern Responsibilities
To conduct outreach and community education campaigns and assist farmworkers in completing their tax forms.
Applicant Qualifications
To be fluent in Spanish and willing to travel.
Support Availability
Check with employer for the availability of support.
Room: Available
Board: Possible
Training: An orientation and training is provided in farmworker law and related issues.
Travel: Mileage available

Tri-County Community Health Center

PO Box 227, Newton Grove, NC 28366
(910) 567-6194 office
(910) 567-5661 fax

Mission and Goals
To provide primary medical, dental, and social care to farmworkers, community members, and peers predominately in Johnston, Sampson, and Harnett Counties, as well as surrounding rural areas.
Time of Service
Two to three full time summer interns are needed and one to two part time school semester interns are needed. Part time is 15 hours per week.
Intern Responsibilities
To do outreach, health screenings, general assistance and health education.
Applicant Qualifications
To be fluent in Spanish, have a background in health, education (especially popular education), or program planning, and have computer skills.
Support Available
Check with employer for the availability of support.
Stipend: $500 for outreach workers
Training: An orientation including on-the-job training, as well as initial training to specific assigned tasks, will be provided.

United Farmworkers of America

PO Box 62, Keene, CA 93531
(805) 822-5571

Mission and Goals
To educate consumers about the California table grape boycott and to raise awareness and support of the plight of farmworkers to improve their working conditions.
Time of Service
Any time during the year.
Intern Responsibilities
To conduct mailings, contact supporters, outreach to the public, and maintain the database.
Applicant Qualifications
To be dependable, honest, willing to work hard under little supervision, and at least 18 years old. Communication/telemarketing, organizational skills, typing, filing, public speaking, and fundraising helpful.
Support Available
Check with employer for the availability of support.

United Farmworkers of Washington

PO Box 200, Granger, WA 98932
(509) 839-4903 office

Mission and Goals
To improve farmworker living and working conditions through collective bargaining and organizing.
Time of Service
Ten interns are needed full time during the summer.
Intern Responsibilities
To organize farmworkers, document their conditions and the economic structure of the agricultural industry, teach English as a Second Language, and educate farmworkers as consumers.
Applicant Qualifications
To have strong work habits, creativity, and commitment to the work in which they will perform. Spanish-speaking skills helpful.
Support Available
Check with employer for the availability of support.
Stipend: $1200
Training: A two to three day orientation will be provided along with a possible mid-summer retreat.

Virginia Migrant Education Program

Education Office, C.O.B. 291 McIntire Rd, Charlottesville, VA 22902
(804) 296-5888 office
(804) 296-5805

Mission and Goals
To advocate for farmworker children in schools, and provide supplemental educational services, social service referrals, and young adult and childhood English as a Second Language classes.
Time of Service
At least four interns are needed to work full time summer and fall semesters or part time during the summer. Part time is 15 hours per week.
Intern Responsibilities
To do outreach to provide social services, to advocate for farmworkers, work with public health nurses, teachers, and others to fill needs, and serve as an ESL teaching assistant.
Applicant Qualifications
To speak Spanish, be flexible, confident, and have the ability to work independently. ESL teaching experience with children and adults, and early childhood experience helpful.
Support Available
Check with employer for the availability of support.
Travel: Mileage available
Training: An orientation, including working with state and local program personnel and attending state workshops, is provided.

Watauga Medical Center

PO Box 2600, Boone, NC 28607
(800) 654-0618 office
(704) 262-4211 fax

Mission and Goals
To provide outreach and access to health care and support services to pregnant women and families with young children.
Time of Service
One to two full time interns are needed during the summer, school semesters, and year round. Two to four part time interns are needed during the summer and school semesters. Six to eight are needed as weekly volunteers. Four to six students are needed during school breaks.
Intern Responsibilities
To provide access to health care, support services and educational materials to farmworkers and to organize education seminars.
Applicant Qualifications
To be fluent in Spanish, have an interest in maternal and child health, have a valid driver's license, and own an automobile. Call office to schedule an interview.
Support Available
Check with employer for the availability of support.
Training: A hospital and outreach orientation is provided.
Travel: Mileage available

Western Massachusetts Legal Services
57 Suffolk St 4th Flr,
Holyoke, MA 01040
(413) 536-2420 office
(413) 535-1774 fax

Mission and Goals
To represent migrant and seasonal farmworkers in Massachusetts in legal issues such as wage claims, Agricultural Workers Protection Act violations, health, housing, taxes, food stamps, unemployment, and to advocate for social change.
Time of Service
One intern is needed full time during the summer.
Intern Responsibilities
To conduct intake interviews and legal research, do outreach to farmworkers, participate in monthly Farmworker Advocate's Coalition meetings, and assist in preparing and pursuing administrative complaints.
Applicant Qualifications
To be a second year law student, speak Spanish, be committed to social justice, and have reliable transportation.
Support Available
Check with employer for the availability of support.
Stipend: Salary at $10/hr, 35 hrs/week
Training: Training will be provided on legal issues and farmworker law.
Travel: Mileage at $.18/mile

Western Nebraska Legal Services
106 South Jeffers #1,
North Platte, NE 69101
(308) 534-3357 office
(308) 534-9627 fax

Mission and Goals
To provide legal services to migrant and seasonal farmworkers through outreach and legal representation.
Time of Service
One full time intern is needed in the summer and during the school semesters.
Intern Responsibilities
To do outreach to farmworkers and conduct legal research.
Applicant Qualifications
To be bilingual in Spanish and English and have research skills.
Support Available
Check with employer for the availability of support.
Travel: Mileage available

Winchester Regional Migrant Education Program
Frederick Douglas Elementary
100 Cedarmeade Ave,
Winchester, VA 22601
(540) 722-0520 office

Mission and Goals
To assist farmworker families in securing an equal opportunity for the education of their children, advocate for migrant children schools, provide ESL and basic skill instruction, and facilitate support service delivery.
Time of Service
Two to three interns are needed to work full and part time during the summer and school semesters. Part time work is 15-20 hours per week. Hours are flexible.
Intern Responsibilities
To work with experienced teachers doing language development activities, provide in home family literacy activities, transport to and translate at the health department, social services, etc., to conduct surveys, needs assessments, and hold community awareness activities.
Applicant Qualifications
To be an outgoing, non-judgmental, critical thinker, team work oriented, have a good sense of humor, and like children. Spanish speaking skills, teaching experience, basic skills in ESL, journalism, and computer knowledge helpful.
Support Available
Check with employer for the availability of support.
Stipend: Possible
Room: Possible
Training: An orientation to the community and curriculum lesson plans is provided.

Yadkin Valley Economic Development District, Incorporated
PO Box 309, River Rd,
Booneville, NC 27011
(910) 367-7251 office
(910) 367-4943 fax

Mission and Goals
To provide quality child development services for children of migrant farmworkers and to empower the families of the children.
Time of Service
One full time intern is needed during the summer.
Intern Responsibilities
To assist with center activities, child evaluations, center safety checks, center maintenance, child supervision, diaper changing, translating, van monitoring, recruiting volunteers, soliciting funds, and other special projects.
Applicant Qualifications
To be bilingual in English and Spanish, have computer skills, licensed child care experience, and a nurturing disposition. Applicants cannot have a criminal record. A TB skin test, current physical, and emergency medical information must be provided by applicant.
Support Available
Check with employer for the availability of support.
Stipend: $500
Training: A week long annual pre-service training is provided.
Travel: Mileage available

INTO THE FIELDS: BECOMING A SAF MEMBER

What benefits do SAF Chapters receive?

Program Development

- Technical assistance in initiating a program on your campus, organizing events and classes and coordinating a summer internship program.
- Affiliation with Student Action with Farmworkers, which is recognized nationally as an organization that provides quality opportunities for student involvement and service-learning with farmworkers. Members can establish the Into the Fields program in their own region.
- Authorization to use and adapt SAF's forms, applications, and evaluations.

Publications

- A free copy of the Into the Fields Manual.
- Annual subscription to SAF's newsletter, From the Ground Up.

Resources

- Access to materials in SAF's resource library.
- Access to a national database of volunteer and internship sites, as well as campuses, organizations and agencies that work with issues related to farmworkers.
- Action alerts about current farmworker issues.

Regional Symposium and Training

- Reduced registration fee for the Student Action with Farmworkers annual regional symposium and Into the Fields trainings.

What responsibilities do SAF Chapters have?

Annual Membership Dues

Each Into the Fields Member group must pay annual dues to SAF. This will cover the costs of the Into the Fields manual, From the Ground Up newsletter, and costs incurred by SAF while providing technical assistance to your campus (e.g., phone, postage).

PHOTO BY KEITH KOCHER

Coordinating an educational event

Each member group will be expected to coordinate at least one educational event per semester about farmworkers. This can include hosting a film series, coordinating a panel discussion, or organizing a farmworker awareness week.

Organizing volunteer/internship opportunities

Each group is expected to assess the needs of local farmworkers and farmworker organizations to determine if there is a need for student interns from your campus. If there is such a need, then the group should initiate a volunteer/internship program with the community service center on your campus or in your community.

Contact with SAF

Each group is expected to keep SAF updated on the progress it makes toward its goals at least once a semester. A written progress report on your work should be sent to SAF by mail, e-mail, or fax.

Note

If your campus group becomes a SAF Chapter and decides to use SAF in your group's name, please designate that you are a "campus chapter of SAF", and not "SAF the non-profit organization" (e.g., your group could be named SAF-UNC).

SAF Member Chapter Application

In order to become a SAF Member Chapter, your campus must enter into an agreement with SAF. If your application is accepted, SAF will agree to support your program and will expect you to implement the Into the Fields Program.

I. Personal Information

College/University:_____

Student Coordinator:_____

Graduation date:_____

Address:_____

_____

Phone:_____

E-mail:_____

Faculty /Staff Advisor, name & title:_____

_____

Advisor's Address:_____

_____

Phone:_____

E-mail:_____

II. Program Information

Please answer the following questions about the program you are already coordinating or plan to initiate:

- What farmworker needs can be addressed by your student group?
- What are the major short and long term goals of your program?
- How will you fund your program?
- How will you evaluate your program?
- How will your group work toward social and economic justice for farmworkers?
- What are the needs of your program? How can SAF assist you in meeting these needs?

III. Agreement

Our campus agrees to initiate the Into the Fields Project on our campus for a minimum of one year. We will work with SAF staff for materials, resources, and continual assistance. We agree to be in contact with SAF at least once a semester to update them on our progress. We agree to suppor SAF by donating our annual membership dues, coordinating educational events about farmworkers on our campus, encouraging and supporting students interning with farmworker organizations, and making a long-term commitment to supporting farmworkers as they strive for a more just way of life.

_____

Coordinator Signature Date

Key Student Group Members:

Name	Address	Phone(s)	Graduation date

Student Action with Farmworkers
P. O. Box 90803
Durham, NC 27708
919-660-3652 phone
919-681-7600 fax
http://www.appalachian.com/saf/